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LEARNING TO IDENTIFY TOLERANCE ISSUES THROUGH LITERATURE  
WITH ART AS A RESPONSE

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A Project  
Presented to the  
the Faculty of  
California State University,  
San Bernardino

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in  
Education: Middle Grades Option

---

by  
Patricia Ann Rifkin  
June 1996

LEARNING TO IDENTIFY TOLERANCE ISSUES THROUGH LITERATURE  
WITH ART AS A RESPONSE

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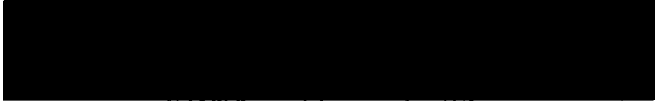
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by  
Patricia Ann Rifkin  
June 1996

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## ABSTRACT

Despite the vast numbers of articles and statistics that have been published regarding the issue of multiculturalism and diversity we are still sadly short of curriculum to address tolerance issues in the middle school classroom. This project intends to show necessity for and rationale for a tolerance curriculum in the middle school. It provides lesson plan suggestions for the interested teacher to implement with literature available at a variety of levels. The teacher can pick and choose to address the tolerance issue at her/his comfort level. Suggestions have also been included as to community involvement projects that might be undertaken.



#### ACKNOWLEDGMENTS

Hine ma tov umanaim, shevet achim gam yachad. (Behold how good and pleasant it is for brothers to dwell together in unity). I truly believe this statement. I believe in the relevance and need for this curriculum found herein.

I want to thank my children for allowing me the mitzvah of showing them that education and learning never end -- no matter how old you are, the process continues. I want to dedicate this project to my husband -- he is a source of strength to me; gives me my sense of permanence; provides my life with a sense of purpose deeper than the mundane. He was and is the best thing that ever happened to me (even after 26 years).

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## Chapter One: Introduction

Adults need to learn to listen to youngsters to begin the process of trying to understand them. Professor Milbrey W. McLaughlin of Stanford University states: "Adolescents are not a lost cause...Many people working in policy and funding areas seem to believe -- incorrectly -- that it's too late to intervene in the lives of anyone over the age of six." My personal educational philosophy allows me to believe that this must be true, adolescents are not a lost cause.

Demographic changes are evident throughout society, not only in Etiwanda, California, and consequences of these demographic changes have never been so tangible. America's demographic composition has undergone dramatic changes. Statistics that came out of attending a conference in San Diego, California, entitled, "Valuing Diversity" in April of 1995 confirm these changes. In California, one in three children is of ethnic or racial color. One out of four children is LEP (Limited English Speaking). Two out of four children throughout the nation are of color. One out of seven are found in our school systems at the present time.

Nearly 40 percent of youths entering the work force today come from Black, Latino, and Asian families; to become successful, they must have skills that allow them to move into the mainstream. (Hechinger, 1992) This will take the collective talents of educators as well as leaders at various levels of government, community religious leaders, and any and all concerned citizens to make this move happen in such a

way that all of our peoples will be considered good, productive and wanted members of society. National and community leadership must be held responsible for helping this generation of teenagers enter a society that offers genuine equality and opportunity for all people, including minorities and women. (Hechinger, 1992)

In a demographic study I conducted later in the Spring of 1995 at Etiwanda Intermediate School it was determined that students and staff of that year represented 98 countries of the world; all seven major continents and eight identified Native American Indian groups. We are seeing the statistics hold true in the academic setting. The population of Etiwanda is shifting significantly as the city turns from a rural setting to a middle to upper class suburban setting. The population of Blacks and Hispanic students along with Pacific Islander representatives is on the increase. We must give our students skills to deal with this multicultural environment in which they find themselves. Ethnocentric neighborhoods are a thing of the past!

The adolescent years are a period of great upheaval for children and the upheaval they experience in being exposed to differences and how to deal with these differences is no less than the other academic and social skills needed to be a productive member of society. Understanding and appreciation are not likely to develop automatically through unplanned contact with members of other microcultures. Teachers must plan experiences that teach about culture and provide models of cultural awareness and acceptance and the appreciation of

cultural diversity. (Hallahan and Kauffman, 1978)

According to a resource entitled, "Respecting Our Differences," there are three good reasons to address the issue of tolerance:

- ...the more you learn, the less you fear (As you practice tolerance and become willing to try more new things...you become more comfortable with differences by experience... curiosity replaces fear.

- ...tolerant people are more self-confident and comfortable in all kinds of situations. (Studies have shown that people who get along with different kinds of people are emotionally and physically healthier.)

- ... tolerance makes life more interesting. (Life without diversity would be boring.) (Duvall, 1994)

Statements specifically relating to the adolescent follow. "By age 12, children develop a complete set of stereotypes about all ethnic, racial, and religious groups." (Duvall, 1994) Another perspective, "By age 10 or so children may start consistently excluding others who belong to an out-group...children this age are an excellent barometer of social attitudes, for, in contrast to their elders, they tend to voice racial stereotypes quite freely." (Allport, 1954)

As evidenced in another text (Otero, Smith, 1994) issues like ageism, racism, sexism, and classism all share certain

basic cultural dynamics that if understood hold promise for better opportunity for resolution, true tolerance and more humble, compassionate coping. Gordon Allport (1954) agrees with the context of the above. He stated quite some time ago (over 40 years before the terms diversity, multiculturalism, and tolerance were used by educators) that from a "startlingly young age children begin learning the lessons of tolerance or intolerance." "A final stage comes in the teenage years, when the children learn those subtler rules of etiquette that govern relations between people. It takes the entire period of adolescence to master the art of ethnocentrism."

And so, "Where a plurality of cultures exists, we need an overarching set of values cherished by all."

Socialization involves helping students to develop appropriate social perceptions and interactions with others and to learn how to work for desirable social change.

(Hallahan and Kauffman, 1978) For this we need the help of teachers.

Herein is the body of a Master's Project entitled "Learning to Identify Tolerance Issues through Literature with Art as a Response." This end product is a 12-week literature-based curriculum for an elective titled P.E.A.C.E. Education (People Establishing A Civil Environment). The aforementioned curriculum addresses the needs of a seventh-eighth grade elective class.

I feel there is a definite need for this type of curriculum at the middle school level so as to prove true the

statement beginning this thesis. It seems that in many cases ideas and curriculum are put together for the benefit of primary and intermediate grade levels and then there are secondary resources developed. But just as our guide in California states the middle school grade age students are "caught in the middle," there just doesn't seem to be a lot of literature and printed resource for the middle school teacher. The need is there -- so I would like to create one such resource.

This project is important then because not only will it be utilized at my school site but it could be incorporated into any middle school curriculum where diversity is on the rise and the need has been expressed for skills to give the adolescent the ability to make reasonable, empathetic decisions in dealing with their peers. The contemporary family is a population on the move: between 1985 and 1990, 40 percent of 10 to 14 year olds moved to new homes; almost half of them moved to different counties, thus experiencing the emotional turmoil of adjusting to unfamiliar people, schools and communities. (Hechinger, 1992)

I wanted this project to achieve the following:

- ...identification of specific literature, both picture book and other, more developed texts appropriate for middle school, that deal with tolerance issues. The Talmud remarks, "The world rests on the breath of the children in the schoolhouse."
- ...the identified literature would have some

type of evaluative document which the student can accomplish as the literature is read.

- ...art projects would be developed as a means of expression with regard to the specific tolerance issue (e.g., the novel, Blubber, by Judy Blume); specific tolerance issue addressed is obesity -- an art collage could be developed using magazines and newspapers, etc., to show various body styles; the perspectives of anorexia and bulimia which are definite problems seen at the adolescent age could be discussed. The art project allows the adolescent student to 'voice' concerns and opinions in a non-threatening mode.
- ...specific literature has specific activities that provide the adolescent with exposure to music, games, art, group and individual project-type activities (e.g., murals, tile walls, quilts).
- ...literature is cross-referenced so that instructor is able to group similar literature with specific groups of students depending on social need (as seen by the instructor).

Pride in one's own heritage is the right of every child; it's declared in the United Nations Bill of Universal Rights of Children. This pride can be developed while recognizing similarities in other cultures exist. And, this pride can



begin to form a common understanding among people. In The Measure of Success: A Letter to My Children and Yours by Marian Wright Edelman, she states: "Remember and help America remember that the fellowship of human beings is more important than the fellowship of race and class and gender in a democratic society...All children need (a) pride of heritage and sense of history of their own people and of all the people who make up the mosaic of this great nation. African-American and Latino and Asian-American and Native American children should know about European history and cultures, and white children should know about the histories and cultures of diverse peoples of color with whom they share a city, a nation, and a world. I believe in integration. But that does not mean I become someone else or ignore or deny who I am. I learned the Negro National Anthem, "Lift Every Voice and Sing," at the same time I learned "The Star-Spangled Banner" and "America the Beautiful" and I love them all. I have raised you, my children, to respect other people's children, not to become their children but to become yourselves at your best. I hope others will raise their children to respect you."

I feel the need to express to you, the reader, why I feel so strongly and so passionately about this curriculum. When my daughter was very young she asked if she could go outside to play. Upon being given an answer of yes she began to put her Star of David necklace which she wore inside her shirt. When I asked her what she was doing her response was, "Mommy, some of the kids won't play with me when they see

this." This event started me down a path that I felt a need to explore and do something about. Responsible attention to young adolescents must begin with an understanding that this age group is not homogeneous. It consists of many subgroups, which, though they face common problems, must also deal with a variety of different experiences related to their social, ethnic, or racial backgrounds. (Hechinger, 1992) For this, again, we need the help of teachers.

There is definitely a need for educators to reach children who may only be getting one viewpoint at home. Sometimes that viewpoint is not very community-oriented. Sometimes this viewpoint is far reaching. We have a responsibility to try and reach all our students. For this reason teachers and schools need to be involved. John Kennedy, in an address to the American University in 1963, said, "Our most basic common link is that we all inhabit this planet. We all breathe the same air. We all cherish our children's future." In striving for our futures in the new millennium...we must pledge our first loyalty to common cultural values that make diversity a strength rather than a fatal flaw. (Hallahan and Kauffman, 1978)

The project within sets forth activities and projects for a variety of books relating to issues of tolerance. I have been searching for and collecting a library of books dealing with issues discussed for two years now. A comprehensive list is included in the Appendix. I have tried to inculcate a variety of activities representative of all major educational areas (i.e., math, language arts, history,

etc.) while also keeping the seven modalities of learning style in mind. There are myriad activities for each book represented. This is so that educators can pick and choose projects to align with their own comfort levels regarding various topics.

Comfort level is an important component to this subject matter because adolescent kids can tell right away if you don't believe in what you're saying or if you don't feel comfortable with what you're talking about. The teacher needs to feel adequately prepared to discuss the variety of topics that may occur. This curriculum needs to be taught on a gut level at times but always making sure that as an educator your own viewpoints and values don't influence the viewpoints and values of the students in a detrimental way or in any way contrary to the laws of the state with regard to education and its presentation.

## Chapter Two: Review of Literature

This chapter will take a look at some of the existing literature today with regard to tolerance. Multiculturalism (an aspect of this tolerance) and diversity issues are being raised in the 1990's with regard to educational involvement and their implementation into the existing curriculum.

### Need for Implementation

Our most civilized schools and classrooms are places where all of the occupants believe that they belong...an opportunity to empower students to learn how to govern themselves responsibly and harmoniously. (Stevenson, 1992) He believes that a successful classroom is one where students are allowed to cultivate their individual and collective responsibilities for learning in an atmosphere characterized by recognition of differences and commitment to harmony. This harmony can be had only if the teacher teaching tolerance recognizes and acknowledges that every child in the room is bringing to the table all the various situations and conversations and life circumstances, good or bad, to which they have been exposed for all of their eleven to fourteen years. Harmony will take some work and dedication on the part of the educator.

Stevenson sets forth five characteristics of successful adolescent teaching; all of which are addressed in the curriculum herein. Those five characteristics are:

...an intellectually reflective person;

...a person en route to a lifetime of  
meaningful work;  
...a good citizen;  
...a caring and ethical individual; and  
...a healthy person.

Issues of reflection take time. Students need to wind their way from the basic question level of Bloom's Taxonomy to the critical thinking levels at the higher end of questioning. It requires the attention and sensitivity of the instructor to skillfully maneuver students through diversity in such a way as to allow students to intellectually reach an understanding of a "national" culture made up of a variety of ethnic cultures.

In this point there is much controversy. There are many people today who believe that only American history, American culture should be taught in an effort to shape our future citizens. But American culture is now and has always been a conglomerate of worldwide cultural happenings. If we begin to teach to the ethnic diversity within a particular school, we will promulgate a "segregation of sorts" that I don't think any of us involved in education today want to see happen. It is the role of the public school to open children's minds to new worlds, new ideas, new possibilities. (Ravitch, 1992) Ravitch also makes the point in her article though that the "...increasing diversity of our population makes it even more imperative that our schools teach children what we as Americans have in common." There are some people today who would have our schools develop an even stronger

view of "us" excluding the "them" that helped develop the "us." Our commonality in America is built upon our colonial and immigrant diversity. Our curriculum then must be like a puzzle that has been glued together upon completion. The puzzle doesn't lose the distinctness of its pieces but it certainly does achieve a more beautiful and impactful presence all linked together. The glue of a curriculum fragmented by differences won't hold us together if only the differences are noticed. Commonly, however, we can notice these differences and rise above them. "Children can handle the truth, warts and all." (Hilliard, 1992)

Dealing with issues of tolerance inherently brings up mistakes of the past. It is a mistake to think that if we don't talk about our wrongdoings we can pretend they don't or didn't exist. In establishing a civil environment, it is sometimes necessary to realize and understand that in the past we haven't always been involved in things that promote civility in our society. The P.E.A.C.E. curriculum involved herein tackles some of these issues such as the Japanese-American internment during World War II; the Holocaust; the Civil Rights Movement. Our children have enough strength to look at our historical mistakes, if they know about them. Warts don't go away if you don't initially define their presence. (See statement one paragraph up from here made by Hilliard).

### Student/Teacher Background

Historically in the United States immigrants who came over to this country tried to sublimate their differences. They tried not to speak their native language, not to instruct their children in that language or their heritage; no longer celebrating unique celebrations and holidays of their homelands. Our history books even gave this sublimation a name: the melting pot. Immigrants were not forced but highly encouraged to become part of this melting pot. It was seen as the patriotic thing to do. When this was the idea, however, most of our immigrants came from one area of the world. Today, that is not the case.

Immigrants are still coming to American shores; but not all for similar reasons. Some are coming to escape oppression; some for economic reasons. Because of our technology and global communication system no longer are people saying good-bye to the old country with doubt that they will ever see or hear from the ones left behind again. Quite the opposite is happening. Many immigrants today are coming to the United States with the intention of maintaining ties with the old country. They determine individually whether to become Americanized themselves, whether to allow their children to Americanize, or not. Whether or not parents decide to Americanize their children, these children go to school. Here, they are exposed to a broad number of children similar and/or different than themselves. Inclusion happens! This point is another part of the curriculum

herein. How do some of our students cope with one foot in one culture and the other foot in the American culture? This causes upheaval in the family in many cases. In order for these children to be made comfortable with their admittance to American society they need to see themselves depicted in the literature and pictures of their textbooks. "What is needed is a bias-free curriculum and accompanying textbooks to provide different perspectives - perspectives which reflect the diversity of contemporary life in America." (Pyszkowski, 1995)

This blending of our literature and textbooks can lend credence to the self-worth of individuals different than what is considered mainstream. They can render a more accurate account of history which heretofore has been slanted in some areas due to the Eurocentric influence in America. Okay, so we multiculturalize our school. Are we done? Do we only need to address school issues in these P.E.A.C.E. classes?

We can multiculturalize our schools thoroughly but if the concept is not contiguous in the school and home, the diversity hoped for is not going to come about. It is assumed and agreed that the child perceives the world through familial conditions. Therefore, parents are going to have to make a conscious effort to accept cultures different than their own. By aligning themselves with the views set forth at school the minority and the mainstream parent will increase their child's self-esteem and self-worth and offer acceptance and even enjoyment of various cultures otherwise different than their own.



While the time frame ticks by and America moves, and in some cases pushes, its educational system to become more culturally diverse, opponents to this trend sometimes are wary that this multiculturalism will turn into more of a therapy session than a history lesson. One must be careful because sometimes therapy distorts the truth and they are concerned that learning, i.e., seeking evidence, evaluating information, weighing conflicting opinions (Cheney, 1993) will get lost in the shuffle. So, for many individuals it is easier to denounce change than to be fearful of the consequences of this change.

Multicultural education must learn to celebrate its unity and its diversity. It must "embrace the ideas of unity IN diversity" (Gaff, 1992). We must ensure that our students understand that while there are many differences there are just as many similarities. If our children grow up thinking that theirs and theirs alone is the best and the only, then we create exactly what we are trying to rid ourselves of -- that of a culturally dominant society who only sees the good and the right in that which looks like itself. I think it is safe to say that the majority of sociologists and people interested in the future of our society agree that multiculturalism is here to stay. How we deal with it is truly the question at hand. The statement by Clyde Kluckhohn, an early American anthropologist sums it up succinctly. "Every man is like all other men, like some other men, and like no other man."

The teaching of tolerance can empower our children. We

used to teach in the American classroom the three R's: reading, writing and arithmetic. But now our global village demands that we add an additional two: RESPECT and RESPONSIBILITY. We must begin to educate for social responsibility. We must model encouragement and action; inspire by example. Let's start now to develop globally appropriate values and attitudes in the consciences and consciousness of tomorrow's citizens. Let's help them learn earth-sustaining knowledge and the skills to make and keep peace. Let's plant the seeds now, so that regardless of their future personal choices...they live their lives in support of the earth-world and all who share it. (Hammond and Collins, 1993)

Negative attitudes towards those different than themselves will not be an acceptable part of the global village that is to be the 21st century. The monocultural view of society...is totally inconsistent with past and present realities of life in the United States. (Baker, 1994) These inconsistent attitudes are part of our teaching staff's society, too; however, we must empower the teacher to teach tolerance in a successful manner.

"Having good intentions or even caring deeply about students is not enough. We need to consider our biases, which even the most enlightened teachers carry with them, every day that we step foot into the classroom...we cannot mandate that teachers develop high expectations for all students or that schools become antiracist, antisexist institutions overnight." (Nieto, 1992) "We have to share

ourselves, not just our subject matter." (Lickona, 1991)

Teachers need to be direct, honest and forthright in dealing with topics of diversity and tolerance. Lickona, in his book, Educating for Character, suggests this comprehensive approach for teachers:

- ...act as caregiver, model, and mentor
- ...create a moral community in the classroom
- ...practice moral discipline
- ...create a democratic classroom environment
- ...teach values through the curriculum
- ...use cooperative learning
- ...develop the "conscience of craft"
- ...encourage moral reflection
- ...teach conflict resolution

Lickona proceeds to add three additional responsibilities on the shoulders of the school as well as the teacher willing to teach this peace curriculum. The schools should --

- ...foster caring beyond the classroom
- ...create a positive moral culture in the school
- ...recruit parents and the community as partners in values education.

It is impossible to become instantly multicultural. Attempts to do so are sometimes comical and frequently counterproductive and superficial. Teachers can do a little bit every day and work toward implementing change systematically, which is probably more effective in the long run. Each teacher and/or each school is different in

outlook, culture, and especially student body. (Nieto, 1992)

### Accessing Tolerance Issues Through Literature

It is important to develop your peace curriculum based on what you, the teacher, feel comfortable with.

I think just about every teacher can find a comfort zone in literature and so can the students. "Because it is often easier to make sense of other people's feelings than of one's own, educators have found that one of the best ways to develop children's emotional expressiveness is by asking them to think about experiences of fictional characters.

(Aronson, 1995) Literature dealing with issues of diversity and tolerance can be used as a resource for the teacher as well as learning tools for the students. The past decade has watched educational circles rally round the whole language approach to education. This approach has as its centralized focus the use of literature. The use of literature allows the teacher to present for discussion and analysis events, choices, predicaments and solutions related to issues of tolerance without having the students internalize the conflict and feelings of threat to oneself. Books...are frequently helpful in giving concrete information about different cultural groups and providing an authentic voice on the dilemma of coming of age and the interconnections among ethnicity, culture, gender and class. They are one graphic and important way to learn about the kinds of issues faced by many students in U.S. classrooms today. (Nieto, 1992)

Will literature-based peace curriculum work? Will it get its point across, interrelating fact with human concern and emotion? Well, multicultural themes are prevalent in the literature today if one wants to look for it. I think this is a highly successful venture because it allows the middle school child to be learning about and discussing his own predicaments within the confines of a story and, therefore, the student does not have to initiate or respond to the topic as if it were personal in front of his/her peers. Peer response and reaction is so important at the middle school level that I doubt there would be much comment in a peace-based curriculum where the teacher asked for student input on a personal level.

Still, teachers are responsible, in a highly multireligious and multiethnic society, for creating and cultivating common ground through the literature they teach in all its many forms. (Stotsky, 1992). In fact, Rasinsky and Padak feel that, "Students should learn about different cultures through children's literature "because it tells the stories of human events and the human condition, and not simply the facts, literature does more than change minds; it changes hearts." (Rasinsky and Padak, 1990)

One drawback to using this multicultural literature is that many of our school libraries are deficient in multicultural literature. I must admit this has been a problem; a problem that I circumvented by purchasing my own copies of various books over the two years I have been building this bibliography. It gets expensive, but I view it

as my contribution to achieving tolerance one story at a time. I include picture books in my teaching. I was to find, in my review of existing literature in this field, this information. "Picture books are a source of personal pleasure and aesthetic satisfaction for all ages...We also value picture books, fiction and nonfiction alike, for what they can teach us through their content." (Bishop and Hickman, 1992)

I explain to my middle schoolers that while the books may look juvenile it is the message or moral of the story I want them to find. I try to always suggest the question: Why would we want to read this (view this, listen to this) in a peace education class?

Be prepared, because the literature and/or the picture books used will nurture discussions of various degrees and levels. Controversy is bound to arise. Maintain control of the classroom. Do not let the discussion get out of hand. One way I control this in my peace class is with a "talking feather". Native Americans used this as a means of speaking at tribal meetings and functions. The person holding the feather is the only one allowed to be speaking at any one given time. This allows each person their say and focuses on what each person is contributing because everyone listens to everyone else while waiting for their turn with the feather. I do not encourage anyone, i.e., the teacher, to read literature or picture books or initiate discussion regarding any issue that they do not personally feel comfortable with OR with an issue that has been rendered unacceptable by their

school board or school administration.

### Arts As Culminating Activities

After the reading of the literature and after a discussion has taken place, this curriculum will offer endeavors in the arts as culminating projects to be done with regard to the specific issue at hand.

The arts humanize the curriculum while it affirms the interconnectedness of all forms of knowing. (Fowler, 1994) Art allows a means of reaction and comprehension for visual learners, art can be the means by which retention of vital information is accomplished. Art activities are non-threatening ways for middle school students to approach what can sometimes be a threatening concept to deal with. There is usually not only one correct means of addressing something artistically and therefore, again, this can be empowering to a teenager who may be asked many times during the day to conform to specific regimen. "Many youth have a tremendous ability to create art that's thoughtful and provocative. They have the capability to do things that are positive if they are only given an opportunity." (Greengard, 1994)

Art is a wonderful way to convey emotion. The basis of much of artistic creativity is an ability to think and visualize this thought independent of others. Fowler, in her article, Strong Arts, Strong Schools, comments, "Arts are not just multicultural, they are transcultural...the arts teach one of the great civilizing capacities -- how to be

empathetic...as soon as we have a glimpse of other people's humanity, we have crossed the cultural chasm that separates us...the arts teach respect." (1994)

The arts are not only painting, drawing, etc. Music and dance can also be a way for some of our students to voice opinions and experience differences in others. "For many children, music and dance unlock doors that the stereotypes of gender, race, language, religion or ability have kept shut. The student who never speaks in class can excel without speaking. A boy can feel beautiful; a girl can experience power. A child whose future seems bleak can dance a dream of success and happiness. (Foltz-Gray, 1995)

### Caught In The Middle

Everything discussed above is acceptable and viable under the auspices of the document, Caught In The Middle, under the heading, "Character Development." It states, in part, "Two primary goals of middle grade education must be to help students develop their intellectual capacities through reasoned thought and to use this ability in arriving at personal decisions about issues which have moral and ethical consequences." (1987)

According to this document students experience their basic development of adult values during the middle grade years. "It can happen under the guidance of sensitive, prepared adults who teach and counsel. The alternative may be found in the backwash of the street culture." (1987)



## Final Comments

Students living in the 21st century will be more exposed to a worldwide society, demanding mutual respect and tolerance. (Pyszkowski, 1995) Gandhi stated decades ago, "If we are to reach real peace in the world we shall have to begin with children; and if they will grow up in their natural innocence, we won't have to struggle; we won't have to pass fruitless ideal resolutions, but we shall go from love to love and peace to peace, until at last all the corners of the world are covered with that peace and love for which consciously or unconsciously the whole world is hungering." I truly believe that the next generation is God's gift of hope to the human race. "Where, after all, do universal human rights begin? In small places, close to home -- so close and so small that they cannot be seen on any maps of the world...Unless these rights have meaning there, they have little meaning anywhere." This was a statement made by Eleanor Roosevelt. We all must heed this premise, "Before we can achieve a peaceful world, we must first imagine one." (Sheehan and Waidner, 1991)

### Chapter Three: Implementing A Peace Class On A Middle School Campus

This plan was designed and put into operation at Etiwanda Intermediate School, Etiwanda, California. This middle school has an enrollment of approximately 800 students and is designated as a "growth" school in the district.

Initially, what started this program's implementation was an activity that was done in my classroom as part of a genetics unit in science. We were looking at ancestry and decided to have each student research their own backgrounds and come in with any and all ethnicities that were part of their heritage. When we did this we posted the results on the wall in our room. The principal happened to see it one day and mentioned that it was something she would like to see the results of schoolwide. Because of my own interests in this field of study and the master's project looming in front of me I offered to conduct the study for her and for me at the same time; explaining that I would like to have this information in terms of my master's interest. She gave the go ahead and the project was born. We would soon find out if we were as multicultural and diversified as we thought we were.

Each teacher was provided with enough question sheets to hand out to their entire class. Teachers had been briefed earlier at a staff meeting as to their part in the study. Teacher work was kept at a minimum to maximize participation and buy-in. Each teacher explained in his/her classroom that the study was being done purely to see if we were a

diversified campus. Students were assured that the information they would be providing would not be used for any other purpose.

The paper given to each student asked them simply to respond by stating which countries represented their ancestry. The questionnaire (one question) read as follows: "Unless you are 100% Native American Indian all of us are immigrants to America somewhere in our family history. For some students this immigration took place a long time ago in their family's history; for others this immigration might have just taken place. Please take a minute and just write down the countries that represent your family. List as many as you need to. Some of us will only have one country of ancestry; others may have many. There is no right or wrong answer; just your answer." Students were encouraged to ask at home if they weren't sure.

Teachers were provided with a large, poster size, laminated outline of all seven continents with major countries indicated. They were told they could use them for a geography lesson or activity during advisory, if they chose to. Reply forms were collected and turned in to me for tabulation.

Countries and Ancestral Background  
at Etiwanda Intermediate School  
(Students and Staff)

> Africa (unable to delineate further)

- > Albania
- > Argentina
- > Armenia
- > Australia
- > Austria
- > Azores
- > Aztec
- > Barbados
- > Basque
- > Belgium
- > Belize
- > Bohemia
- > Bolivia
- > Brazil
- > Cambodia
- > Canada
- > Canadian Indian
- > Carribean (unable to delineate further)
- > Chactaw
- > Cherokee
- > Cheyenne
- > Chile
- > China
- > Chipawa
- > Colombia
- > Costa Rica
- > Creole
- > Cuba

- > Czechoslovakia
- > Denmark
- > Ecuador
- > Egypt
- > El Salvador
- > England
- > Ethiopia
- > Finland
- > France
- > French Cherokee
- > Friesland
- > Germany
- > Greece
- > Greenland
- > Guatemala
- > Guinea
- > Holland
- > Honduras
- > Hong Kong
- > Hungary
- > India
- > Indonesia
- > Iran
- > Ireland
- > Israel
- > Italy
- > Jamaica
- > Japan

- > Kenya
- > Korea
- > Laos
- > Lebanon
- > Liberia
- > Lithuania
- > Malaysia
- > Malta
- > Mexico
- > Mongolia
- > Native American (unable to delineate further)
- > Nicaragua
- > Nigeria
- > Norway
- > Okinawa
- > Pakistan
- > Panama
- > Peru
- > Philippines
- > Poland
- > Portugal
- > Pueblo
- > Puerto Rico
- > Romania
- > Russia
- > Samoa
- > Saudi Arabia
- > Scotland

- > Seminole
- > Singapore
- > Sioux
- > Spain
- > Sweden
- > Switzerland
- > Syria
- > Taiwan
- > Thailand
- > Turkey
- > Venezuela
- > Vietnam
- > Virgin Islands (Dutch)
- > Wales
- > West Indies
- > Yugoslavia

Every nine students represents a different ethnicity at Etiwanda Intermediate. Eight hundred forty-one students along with approximately thirty-five staff members represented ninety-eight ethnic variations.

**We were truly a diverse, multicultural group.**  
Every continent of the world was represented.

The maps from each classroom were exhibited at Open House as a Diversity Walkway for Wildcats.

This study led to a discussion regarding the need for some type of acknowledgment of these diverse groups on our campus. Two other teachers and myself expressed an interest

in implementing a course that would address "differences". Our school was very much into using acronyms for programs on campus; hence, P.E.A.C.E. Education (People Establishing A Civil Environment) became the name of a new elective course.

Students were no problem. With the onset of a new trimester they would come! Curriculum needed to be set in place. Since all three of us were trained in AWOD (A World of Difference) lessons, we decided to use those as a starting point. A World of Difference Anti-Bias program is produced and funded by the Anti-Defamation League.

Within a few weeks of implementation of the course each of us found our core instructional theme based on personal preference. We were lucky because we all chose a different route to achieve the same goal. All three classes were very diversified based on the personal preferences of the teachers. One class focuses in on cultural differences; one on violence and conflict resolution and a third, as discussed throughout this thesis, focuses in on tolerance issues through literature and art. The approach is different; the goal the same: establishing **peace** on campus.

While having lessons provided for you is a wonderful stepping stone and immediate way to access this curriculum I think it incumbent on the individual instructor to put together their "own" area of expertise with these issues.

### Length of Course

Originally, courses were set for six-week exploratory



electives. Both sixth grade classes found this length of time amenable to the program. Each student enrolled in the elective spent six weeks with one instructor in cultural curriculum and then six weeks with the other instructor being guided through issues of violence and conflict resolution.

My classroom is comprised of seventh and eighth graders; different grade level, different outcome. It takes longer for this level of student to develop a buy-in to the program. Level of trust and, therefore, level of discussion depth takes longer to establish. First trimester it was my feeling that just as we reached a point of commitment and understanding, our six-week exploration was over. My principal allowed me to restructure the seventh/eighth grade course; it became a 12-week elective for the older students. This 12-week period seems to be an adequate amount of time in which to discuss and impress methods of peacemaking and to touch on historical and present-day tolerance and intolerance issues.

#### Methods/Mean To Teach About Difference

1. Students need to know the reasoning behind differences. It is not enough to tell them, "This is different because that's the way it's 'always been'." They want explanation.

In this regard, I find, the tolerance teacher becomes a history teacher (sometimes for extensive explanation) of when and why something was done OR why something wasn't done. I

think you will find our students' lack of history involving the 20th century to be incredible! Feel comfortable telling the students if you don't know something. You wish you had the answer; but you don't.

**EXAMPLE:** One black child shared during a discussion on name calling that it hurt him when another kid had called him a "nigger". In ending our conversation for the day regarding this occurrence and how it made him and others feel I told him that I wish I could tell him that it would never happen again, but that would not be realistic. I told him I don't know why name calling is seen as an outlet for prejudice but it happens regarding all ethnicities, not just his own.

Assign their feelings significance! Empathize! BUT -- be honest! Don't promise something you have no control over.

2. Put the phrase, "There are some (individuals in groups or races at issue) who are (prejudiced, whatever the topic is); but, most are good, honest, caring human beings." This will help the students understand the difference between stereotyping an entire group based on media/parent/newspaper/peers.

**EXAMPLE:** In discussing stereotypes one day I mentioned the stereotype about Jewish people with regard to them all being tight with their money. One Salvadoran girl piped up with, "That's true, Mrs. Rifkin." I followed her comment up with the question, "How many Jewish people do you know?" Her response, "Three." My response, "Are you willing to agree with the statement based upon three individuals? Do three individuals represent an entire race of people?" Before she

could answer, I digressed. My digression was purposely done to set her up, not to be mean but as a way of promoting understanding. I commented that I disliked having Salvadoran students in my class because they all tended to be disruptive. She immediately 'jumped' on me. How could I say that about Salvadorans? I told her I felt this way because I had experienced this in my classroom. "I've had three Salvadoran students so far this year and I think they all are disruptive. Salvadoran children mustn't be taught discipline in the classrooms." She told me she thought I was being unfair! **BINGO!** Point made.

This puts the stereotyping she did into a perspective she and fellow students could understand. It is imperative that you debrief the students before they leave your class for the day. Explain to them that you set up the scene to get a point across. Don't let them leave thinking that you are setting up a student for any reason detrimental to that particular student or to themselves. This would break down trust. When they know you did it on purpose to get a point across they understand and are willing to accept it.

3. The body language and facial expressions you use will impact what you have to say. This is sometimes difficult to monitor during the class itself. Try to feel comfortable enough to explain your own body language as well as asking the class or individual to explain theirs.

**EXAMPLE:** If there is a discipline problem before, during or at the end of class it is sometimes very difficult for me to remain in the teaching mode needed for this type of

class. I tell the kids, without giving details, what's upset me, what influenced my day and how hard it is to teach peace education feeling this way. The students will be able to understand this because they, too, sometimes can't necessarily concentrate on class activities because of other things that have happened to them during the day.

I also try to be very straightforward if they say something that bothers me personally. I had a black student accuse me one day of being racist; he was particularly vocal and would not discuss the matter calmly and with consideration for other's views. I had to remove him from the classroom; but the next day we had a discussion in class about his accusation. We defined racism; what it might feel like to be the victim of a racist remark; what it might feel like to be accused of racism if you didn't really fit that description. I told him and the rest of my students how hurt I was by this accusation. I commented that after being in my classroom for a series of weeks I felt that somehow I had not gotten my point across if they felt that I was racist.

This discussion led to much conversation about what it is like to be at either end of the spectrum with regard to racism; discussion centered on how it doesn't feel good to be at either end; it's hurtful from whatever viewpoint you're coming from.

I have to put myself on the line a lot of times in this class. There are days I feel more willing to do this than others. Be sure you are ready for it. Sometimes, it is not a comfortable feeling for me and I am, quite honestly,

anxious after class from having expressed something about myself or something that really is heart-wrenching to me on a personal level. It might be beneficial to schedule this class toward the end of the day so that you don't have to pull yourself together to teach another period right afterwards.

I always mention the next day if something made me particularly anxious from the day previous. This helps students see that sometimes anxiety and uneasiness 'come with the territory' for all of us. They also don't always have other adults in their lives who are willing to show true feelings to them.

4. Be sure you are at ease with any controversial issues you bring up. Don't be surprised if students remark to you that other teachers won't talk about some of these subjects. If the issue is such that you don't know whether to broach it in class or not, I would recommend that you clear it through an administrator before using it as classroom material. Even if you feel comfortable with a topic such as homosexuality, your administration might not feel it appropriate for you to use in the classroom. If, on the other hand, controversial material is going to be the subject matter make sure you set up some stringent ground rules because there will always be someone in the class willing to push the issue into areas you may not want it to go.

Sometimes I feel this class is successful only if you're willing to push the limits with relation to subject matter.

"Teachers are in a powerful position to help students get involved and ask questions. They can help students see that they don't need every statistic on homelessness to be outraged that people have to sleep on our city streets."

(Loeb, 1995) "Teachers need to help kids to know, to care, and to act. They need to give kids knowledge about the desperation of many of our citizens. They need to help kids learn to care about these citizens, to be compassionate.

(Banks, 1992)

5. Some strategies to use in your classroom that are successful are:

- ...cooperative groups; prejudice is more likely to be reduced if groups are cooperative instead of competitive. Kids have an equal status in a cooperative group. (Banks, 1992)

- ...try to put quotations around your room or even on your board for the day that makes children think. There is a plethora of wonderful quotations relating to getting along and global cooperation. When you start looking for them, you'll be surprised at how often you find them.

- ...use cartoons, comics, humor when possible. Political cartoons sometimes get the point across in a way a thousand words could not. These are usually on the editorial pages of the newspapers and so most of the teenagers have not seen them.

One of the lessons we discuss is discrimination

of the disabled and handicapped. I found that Archie and Veronica comic books regularly have a one-page commentary comic about disabilities. The kids look at these. The point is brought home that the issue is one of importance today; even to kids.

6. These comments below are from an article in Teaching Tolerance (November/December, 1995) regarding the usage of appropriate multicultural literature:

- a. be sure the literature provides realism and shows respect for the culture
- b. any children's book that builds up one culture at the expense of another ultimately keeps racial tension alive
- c. black experiences of the north are not necessarily the same experiences of the south; nor do rural settings reflect inner city angst
- d. reject books with offensive expressions, negative attitudes or that perpetuate stereotypes
- e. don't ignore books just because you don't happen to have children of that ethnicity in your classroom
- f. before sharing stories about the Holocaust think about whether your children are mature enough to handle the topic
- g. avoid books that give simple answers; make sure the story addresses issues of human rights and

oppression in a way that shows that people living under brutal conditions often did so with dignity

- h. children should perceive characters, regardless of ethnicity, as competent problem-solvers, responding in positive ways to the challenges they confront.

If at some point you are implementing this program or have implemented it and are concerned about the validity of it or whether it's worth all the time and effort you and your colleagues are putting toward it, here is a comment made by Carl Jung that inspires my own efforts, "What the nation does is done also by each individual, and so long as the individual continues to do it, the nation will do likewise. Only a change in the attitude of the individual can initiate a change in the psychology of the nation. The great problems of humanity were never yet solved by general laws, but only through the regeneration of the attitudes of individuals."



## Chapter Four: Evaluation

### Daily Evaluations

I have tried a few variations in my assessment for this class. One way of assessing students would be to individually grade all activities on an A through F schedule. I usually only hand out an F if the assignment was just not turned in at all. As long as there was an attempt at the assignment, a D or D- was given.

Another variation I used was to explain on the very first day that this was a participation class and that as long as there was involvement on their part they would pass with an acceptable grade. Mention was made then that if at the end of the 12-week period I still did not know what their voice sounded like, that their grade would be rather low. I recorded whether or not they had turned in activities but did not return them with letter grades on them.

In today's age of authentic assessment the second variation would have been nice; however, I find that I get a better product from the students when they know they will be receiving a letter grade for the activity.

There are no written tests in the class; but there are essays, poetry, journal writings, that allow the student to express themselves in written form. I try to address all seven learning modalities as I mentioned at the beginning of this thesis. Addressing different modalities makes for a very interesting and active classroom.

Two activities that I start my 12-week session with are

mentioned below. The first few days of class we talk about rules for conduct in the room since we are discussing volatile issues. Each student draws up a contract using language created by the class together. The only statement I require they put in somewhere is that within the classroom 'they agree that it is okay to disagree'. The rest of the contract regards expectations they draw up themselves. Artistically, the contract is drawn using large capital letters for the beginning of the two main paragraphs. These two letters need to be artfully decorated as if the contract was a medieval document. I show them samples; we discuss medieval documents and ornamentation (most of these students know about this art form from their seventh grade social studies). They enjoy it; it's their first grade in the class; and it creates buy-in on everyone's part.

The second activity varies. I try to come up with a cooperative activity that the entire class works on and is responsible for as a finished product. Some of these activities have been -- we read The Great Peace March by Holly Near. Each pair of students then were responsible for visually depicting each line of the story for a big book. The lines of the story were typed into and printed on a computer so that all the wording would look the same. The only stipulation given was that they had to come up with another form of visualization other than what the book used. I wish I could share some of the pages with you; like the Hispanic boy who depicts the dream becoming a reality using the words of Martin Luther King, "I have a dream," but from

the back the man is not black but Hispanic. He is draped with a Mexican flag. The crowd in front of him is Latino.

Another group of students did extensive work on the United Nations. They made a big book with collages on every page depicting a poem that they found that addressed situations we voice concern over and yet seemingly do nothing about. The theme and title of the poem is "Does It Matter?" An example from this poem states: "Does it matter? Children are hungry and dying of starvation; does it matter? we say while vomiting up our dinner to stay thin." This led to discussions of starvation, hunger, anorexia and bulimia. The poem continues and at the end, the class decided to add their own page with the words, "It does matter." They got the point.

The class that is presently with me at the time of this typing is putting together a paper quilt. The theme of the quilt is T.E.A.M. (Together Everyone Achieves More). The center logo is a figure of a person, one representing each student, with their names and some sort of art representing themselves on it. The figures' arms and legs build a pyramid. Surrounding their pyramid of themselves are pictures of children, in native costumes, from around the world; and then the words on all four sides of the quilt, spelled out, Together Everyone Achieves More.

### Community Involvement

With participation in the P.E.A.C.E. elective comes

membership for the 12-week period in the Peace Club on campus. The students are actively involved in somehow showing tolerance and issues of concern and putting them into action. Some of these actions I will share with you in the following paragraphs.

The Peace Club has now sponsored three peace rallies on our campus. The first one was held in October, 1994, the second in June, 1995 and the third one this year in November of 1995. The first rally was characterized by a conglomeration of different cultural poems, speeches and statements. Every one of our students on campus was asked by the Peace Club to design a 4-inch peace sign with their name and own decoration on it. The Peace Club saw to the set up and display of all 800 peace signs.

Our second rally was featured as a salute to community heroes primarily in response to the heroic efforts of people involved in the Oklahoma City Bombing. Representatives from the police and fire search and rescue were honored with plaques given to them by the students. Honors also went to canine heroes. A representative from one of the animal concerns in our city came with two of the canines and spoke about animals as heroes in our communities. The dogs were given rawhide bones in thanks for their contributions to our society. The club also decided that heroes begin at home. They honored one of the office secretaries and one of the site maintenance men for all the work they do for the kids every day. The song "There's A Hero" played and a sense of community was felt by the paper chains strewn all over the

center section of the campus. Each paper chain again represented each student on campus along with their personal wish for peace.

In September the peace club formed a liason with Foothill Family Shelter in Upland, California. This shelter services Rancho Cucamonga, California, of which Etiwanda is a small part. The shelter provides help in the form of apartment accommodations for eight families at a time. The families are allowed to stay rent free for three months. During that time they are assisted in finding employment, budgeting and preparing to make it again on their own. The club sponsored a food drive for the needy at Thanksgiving. The food was accumulated in each classroom until the day of the rally. For two weeks previous to the rally each class collected food in a contest against other homerooms of the same grade level. The winning class at each grade level would receive a free mile run pass from the physical education department.

A representative from the shelter came to accept the food provided. She had been told to bring a station wagon or small truck for the goods. However, were we all overwhelmingly surprised! From up on the stage area with the children involved in tallying the numbers of canned goods from each homeroom I must tell you it was an incredible sight. There was so much food kids were wheeling it up on carts from every direction. The total accumulated goods were almost 3,000 in number. Our district superintendent had to contact our maintenance department and its workers to come

to the campus and help move the food to the shelter's headquarters. By selling donuts on a weekly basis the peace club was also able to provide eight gift certificates for turkeys at the local Ralphs grocery store to go along with the food. (See appendix for a copy of the newspaper article regarding this rally). This rally used the theme, Helping Hands Across Etiwanda, and each student traced his/her own hand and wrote down how they could personally extend their hand to someone in need.

The shelter would also receive that day \$100 worth of personal grooming products such as shampoo, shaving creams, hair spray, and the like from a snack stand run by peace club volunteers at a 2K/5K run that happened to be scheduled on National Make A Difference Day in October.

Community involvement would not end there. During December, the peace club sponsored a Toys for Tots program at school. Toys were collected for a period of three weeks. Representatives from the U.S. Marine Corps came to pick up the toys collected. One class worked together and donated a bicycle on behalf of everyone in the class. We were to find out we were one of only three schools in the San Bernardino/Riverside area that participated this year. The kids felt good.

Students hold meetings whenever there is a need for one during class time. It was discussed and decided upon to give each of the eight families at the shelter mentioned above a gift certificate worth \$20 at Carl's Jr. around the holidays in December. This was well thought out by the students.

They decided that people who were homeless and just making it didn't go out for dinner. Carl's, they determined, has a salad bar for the grown-ups; kids meals and playgrounds for the children to play and unlimited drinks for the family. Believe me, it took a while for them to decide on just the right fast food restaurant. (See appendix, letter of thanks).

In February, again, students wanted to help out near Valentine's Day. The sixth grade class decided to give free passes along with \$30 gift certificates to a local amusement park to each of the families. (See appendix, letter of thanks).

As of this typing the donut sales are providing the funds for seventy students to bus to Los Angeles to tour the Museum of Tolerance in May.

I have included these activities as representative samples of evaluation and assessment of the success of the peace education program. Personally, I consider the program a success if one student stops before saying something hurtful he/she might otherwise have said. Is this program successful? Is it worthwhile? Well, "you can't roll up your sleeves and get to work if you're still wringing your hands." (Clinton, 1996) At Etiwanda Intermediate, because of these peace elective classes we are no longer just wringing our hands.

## APPENDIX A: LESSON PLANS

### **THE MOVED-OUTERS** by Florence Crannell Means

Issue Addressed: Japanese-American Internment (World War II)

#### Vocabulary:

enchanted	scud	ravenous	gossamer
mooning	gyrated	jamb	incredulously
piquancy	acrid	uncouth	malevolence
aureole	covetous	evacuee	totalitarian
exonerate	timorous	stoicism	nonchalant
stature	haggard	clangor	embarkation
interminable	sullen	reveille	impetuous
atrocious	despair	ardent	sibilance
vestibules	pallor	clamor	sumptuous
jocular	stoic	issei	entourage
inoculation	allure	nisei	espionage
induction	buttes	enmity	blanched
queue	despaired		

#### Projects/Questions:

1. "You're eating your white bread now" is a proverb used on page 7; what do you think it means? Look up 20 other proverbs and discuss what you think they might mean? How do you think someone who doesn't know the language might interpret them?
2. Illustrate one of these proverbs poster size dividing the



poster so that one side depicts the true meaning of the proverb and the other side depicts how a non-native English speaker might interpret it.

3. On page 8, the reader talks about a shadow that everyone has. To what does she refer?

4. Trace your shadow on a sunny day, cut it out and write a poem/slogan, etc., about your shadow.

5. Kim mentions the Nazis when they hear the radio report about Pearl Harbor; who are the Nazis; what are their beliefs; do they exist today; will they always exist?

6. Write a report on Pearl Harbor.

7. "Nations at war build up hate so that their people will fight," is said by Mr. Ohara on page 21. Do you agree with this statement? Why, why not?

8. Research and/or compare the Indian Trail of Tears, rounding up of Jews during World War II, and the Japanese-American internment. How are they similar? How are they different?

9. During the course of the story there is much discussion about family heritage. Do a family tree for your own family. Did you learn anything interesting? Where did you go for information?

10. Find out what service flags looked like during World War II. What were they used for? Design a service flag so that the rest of your classmates know what they look like too.

11. Draw a cartoon depicting life in the internment camp. Can you find a copy of a political cartoon used during the war that also depicted life in the internment camps?

12. Visually depict the Pledge of Allegiance.
13. Page 67 discusses the dilemma of Japanese students who are trained to be educators but cannot get work after finishing school. How would you feel if you were qualified for a job but couldn't get it because of your family background? Design a rally placard that you would hold if you were picketing because of this situation.
14. Look up and read the Bill of Rights and the Constitution. Was the evacuation of the Japanese-Americans constitutional? Write a decision (at least one page in length) as if you were a Supreme Court Justice determining whether this was acceptable action and could be done again in the future?
15. Research which American president officially apologized to the Japanese-American families that were relocated. Tell the class about the information you found.
16. Contact the Santa Anita Racetrack and find out where you might find information about the use of the park during the internment process of World War II.

## **MONKEY ISLAND** by Paula Fox

Issue Addressed: Homelessness

### Vocabulary:

tremulous	dastardly	skedaddle	formality
cutlery	unstable	corridor	tenement
ingenious	transfusion	marquee	blizzard
alibi	habitual	hilarity	portal
ordure	dank	rales	balk
banister			

### Projects/Questions:

1. After Clay's mother left him the story says that at night he slept under his mother's coat. Why do you think he would do this? Construct an essay telling what it is that would make you feel more secure and why? In general, what are some things people use to feel more secure?
2. Draw a poster entitled Security is...
3. How would you feel if you had to undo your neighbor's garbage for something to eat? What descriptive words would you use for this?
4. On page 33, Calvin states, "...there were different neighborhoods among homeless people. He said that even in hell there must be different neighborhoods." What do you think he means by this? Design three-dimensionally a fictitious town with different neighborhoods. Identify each

neighborhood and who resides there. Have a partner group design a neighborhood where people live together harmoniously.

5. Other groups could draw up a bill of rights for each community being built in question 4.

6. Clay keeps writing S-T-O-P on the walls and other places where he finds himself. What does he want to stop? Draw a large stop sign. On the back of the stop sign, tell me what you would stop if you could?

7. "You must go to school...if you don't learn a few things in this world, you'll be as empty as that can you're carrying." Using an outline of a person's head, depict one head as empty as the can and one head full from education. Discuss comparison.

8. Design a plan to eliminate homelessness in our country. How would you implement this plan? Make it reasonable and possible.

9. Page 73 denotes, "There are people who worry about children like you, whose hearts burn up each day of their lives and fly away at night like an ash, so they have to find a new heart every morning just to bear it all." Compile a list of people in your community who work with and for children. Draw up a list of agencies, along with their addresses and phone numbers, that could be posted in the classroom so that kids like you would know of places that can help them.

10. Write a storybook about different kinds of hearts and their purpose. For example, the loving heart might show a

mom with her children or a child with his pet.

11. Draw a visual of Monkey Island. Why do you think they called it that?

12. "Nigger is the longest word I know", says Buddy. What is the longest word you know; the one that might hurt your feelings the most? Design a bumper sticker against name-calling.

13. Write a poem called STOP! Its subject should be homelessness.

## **JOURNEY OF THE SPARROWS by Fran Leeper Buss**

Issue Addressed: Illegal Immigration/Immigration

### Vocabulary:

silhouette	downdraft	compassion	scorn
immigration	marimba	fervently	gaunt
diminish	thrashing	seminary	mortar
deported	betrayal	flanked	enraged
gumption	tattered	anguish	quiver
textile	sedate	midwife	machete
disdain	foyer	forge	droned
pestle	gully		

### Projects/Questions:

1. What is a quetzal bird? Give some of the history of the bird and then draw a picture of what it looks like?
2. In the book it mentions the countries of El Salvador, Guatemala, Mexico and cities such as San Antonio, Monterrey, and Chicago. Using a map of the world or of North America, indicate where these places are and give a paragraph or two of information on each one of them.
3. When Maria is returning to Mexico to pick up her little sister Teresa, she is alone. On a map trace her route that she took. How many miles was it? One way? Both ways?
4. Puerto Rico is mentioned in the story. What makes this country different from the others is that it is a United

States territory. Find out a little about Puerto Rico's history and culture. Why hasn't it become a state? Do they want to be the 51st state? Why/why not?

5. Throughout the book people refer to the shadow man or the Guardias. Look up some information about El Salvador. Since this is a fairly recent occurrence you might need to look in periodicals for this information. Who are they? Why are they so feared by the people of their country?

6. Oscar, the little brother, thinks that flowers come from ribbons in the ground. Draw a visual picture of this. Why might a little child think this? Can you remember any times that you were mistaken about how something was done or where it came from? Share that with the class. You may want to ask your parents about this.

7. Visually represent the sparrow and the rainbow of colors that Maria and her family are continuously referring to in the story. What do you think the sparrow and the rainbow represent?

**ANNA IS STILL HERE** by Ida Vos

Issue Addressed: Holocaust

Vocabulary:

anesthetized	cobblestones	tranquilizer
malnourished	megaphone	podium
birthmark	premonition	swastika
assassinate	liberation	brunette
munitions	unkempt	suffocate
scoundrel	wadding	persecute
corridor	plunder	cringe
Gentile	snicker	betray
earnest	brood	dunes
yearn	ooze	atlas
poised	eerie	erect
fetch	occupation(military)	
occupy(military)		

Projects/Questions:

1. On a large piece of paper trace your lower arm and open hand two times. On the wrist of one arm draw a number as if it were tattooed on it. If someone tattooed this number on your wrist without your wanting this done, how would it make you feel?

Between the two arms, write a poem about the presence or lack of presence of the tattoo on "your" arm.



2. Design a small 12" by 12" miniature quilt of stars. Make one of them a design of a Star of David. If you don't know what a Star of David looks like, look it up in the encyclopedia. Write a short narrative about the stars you chose to incorporate into your quilt.

3. Anna has two wishes while she is in hiding. One of her wishes is to be able to walk in the rain and the other is to be able to walk in the sun. If you had to be in hiding for three years, what would your two wishes be? Make a collage from magazine pictures of all the things you would miss if you could not come out of hiding.

4. Artistically design your name; if you use graph paper you can make the name to scale. Include what the meaning of your name is. Somewhere on the design say how you would feel if you had to change your name to save yourself. What name would you use? How would you feel if no one could call you by your name of 13 years anymore?

5. During the war years there were groups of resistance. Look up what the resistance people accomplished. Write an essay so that others in the class will know too.

6. Research the concentration camps of Europe during World War II. Draw a map of Europe and indicate where they were located.

7. Find out what a swastika looks like. What does it symbolize?

8. In the story the Dutch celebrate St. Nicholas/Black Peter Day. Find out what you can about this holiday.

9. Make a timeline indicating the beginning and consequent

history of the Red Cross organization.

10. Have the class make a circle and share whether or not they ever had an imaginary friend. How did their imaginary friend or friends make them feel? What were they like? Why do they think children sometimes need imaginary friends? Why do they think Anna needed her imaginary friend, Kiki?

11. Start a collection of keys. You can find them in little thrift shops, antique stores, etc. When Mrs. Neumann gives Anna the key to her home, what does this symbolize or signify for Mrs. Neumann and Anna?

## **NUMBER THE STARS** by Lois Lowry

Issue Addressed: Holocaust

### Vocabulary:

belligerent	condescending	sabotage	swastika
residential	commotion	deprivation	brusque
devastate	dubiously	imperious	falter
protruding	typhus	staccato	massive
trousseau	contempt	haughty	scamper
tantalize	hoodlums	sneering	scowling
rucksack	submerged	briskly	ruefully
insolent	lunged	strident	quaver
integrity	permeate	prolong	wry
gnarled	tentative	hearse	urgency
obstinate	scurry	impassive	intricate
plodding	skirted	civilize	pout
glower	dawdle	intoned	lanky
sulking	trudge	ration	disdain
frothy	deft	scoff	wary
occupation (military)		wispy	

### Projects/Questions:

1. Draw a map of Denmark. Indicate where Copenhagen is on the map.
2. Find and listen to the song, "Wonderful, Wonderful Copenhagen."

3. Find out through some reading some information on the Resistance movements during the war.
4. In the story, Kirsti wishes she could have a cupcake and it's mentioned that they haven't had sugar or butter in approximately a year. Make cupcakes for the class and while the class is eating them imagine what it would be like for a cupcake to be considered a "luxury".
5. The fairy tale author, Hans Christian Anderson, is mentioned in the story. Have each student read a fairy tale by him and visually via a timeline-type visual take the class through the fairy tale from beginning to end.
6. Look up what a swastika looks like. What is its meaning? Does it still have meaning and symbolism today?
7. The Jewish holiday Rosh Hashanah is mentioned. Find out and report on this holiday. Draw a picture of a shofar. Can you find a recording of what it sounds like?
8. Ellen's Star of David necklace is ripped off her neck just in the nick of time. What does a Star of David look like? Make a quilt using different shape stars including a Star of David.
9. Look up information about the Nazis. Use up-to-date information to report on the neo-Nazi movement in existence today.
10. Since so much of the story centers around the sea, listen to some music of the sea; writing a poem, sonnet, or haiku about the sea. Experience the rhythm of the sea while water coloring using only cool colors.
11. Denmark was truly a brave country; the Danes risking

much to save their Jews. Write a poem of honor and courage for the Danes of World War II.

12. The story ends talking about a future world of human decency. Illustrate what this world of human decency's flag would look like. Draw up a Bill of Rights for this future world. What might its national anthem be? Bring a recording in of a suitable song.

**BLUBBER** by Judy Blume

Issue Addressed: Obesity, Name-calling

Vocabulary:

blubbering	symphony	reincarnation	pudgy
thrashing	carnivore	consequences	blubber
gruesome	splotches	lopsided	hoarse
flenser	ecology	genuine	curtsy
stencil	lurk	whiff	rouge
crave	lullaby	bawling	corridor
flinch			

Projects/Questions:

1. Throughout the story Jill and her one friend are collecting stamps. Start a stamp collection of your own. Decide whether you will collect world stamps or just American stamps. See if you can find someone from a stamp collecting group to come and talk to your class.
2. Franklin D. Roosevelt was a famous stamp collector. Do a report on him. In what other way was Franklin Roosevelt different from any other American president?
3. Design a stamp. Since name-calling is a major issue in this story, design a stamp promoting friendship and consideration.
4. On Halloween, Jill trick-or-treats for Unicef. What is Unicef? Write to your city's local Unicef office and find

out as much information about the organization as you can.

Write to the United Nations and ask them to send information related to Unicef efforts at the U.N.

5. A lot of the story is about Linda and her obesity. Use magazines and make a collage of body types.

6. Find out about anorexia and bulimia. Do a poster encouraging others to eat right; use the idea of being 'just right'; neither too heavy nor too thin.

7. Jill is attending a bar mitzvah. What is that?

8. Students in this story call each other names such as blubber, baby, and chink. How do you think Laura felt when they called her blubber; Jill when they called her baby; Tracy when they called her chink? Have the entire class do a mural. Design a paper wall with graffiti designs encouraging positive names rather than negative names?

9. Draw up a list of words that are used to call people names. Discuss the list in class. Were there any that some students used but didn't realize were a slur?

10. Draw up a poster encouraging good eating habits. Use the food pyramid design to instruct others on the right food groups to consume and how much of them to consume.

11. At the bar mitzvah, Warren reads from the Torah. Look up what the Torah is. If possible, perhaps you could visit a temple during Friday night services to see what an actual Torah looks like.

12. When Jill is upset or nervous she bites her nails. Design a large circle; approximately 12 inches in diameter. Starting at the top or the 12:00 position illustrate what

upsets you or makes you nervous. Using an arrow go down to where 3:00 would be. How does the problem escalate or get bigger? Near the 6:00, what do you do to calm yourself down. Illustrate at 9:00 position if the problem worsens or gets better. Have each student as they are finished, hang them around the perimeter of the room. Do a gallery walk -- have all the students rotate throughout the room to view all the different things that an average classroom full of students might be nervous or upset about. Discuss how to calm yourself down when anxious or irritated.



**BEST FRIENDS** by Elisabeth Reuter

Issue Addressed: Holocaust

Vocabulary:

self-conscious	quarrel	emperor	synagogue
astray	wicked	swastika	forbade
trample			

Projects/Questions:

1. Do a report on the life of Adolf Hitler; if you can, enclose a picture of the man with the report.
2. In the story the teacher singles Ellen out as a Jew, commenting on her dark hair as opposed to the "beautiful blonde hair" that the German children have. How would you feel if a trait of yours was singled out for ridicule in the classroom?
3. Ellen is also made to move to the back of the classroom because of her religion. A similar circumstance happened to Rosa Parks during the civil rights movement in the United States during the 1960's. Research this event.
4. Using a pattern of a bus, have students design a sign welcoming all people of differences onto the bus.
4. The night called Kristallnacht (Night of Broken Glass) is mentioned in the story. Find out what this was.
5. On drawing paper, draw a design that looks like broken glass, resembling stained glass, incorporate signs of peace

into this design. You might want to brainstorm what symbols of peace the class is aware of so that they can produce a quality art project.

6. If possible, bring in a Star of David to share with the students. Have each student design a star to be incorporated into a quilted patch of stars; make sure someone designs the Star of David for the quilt.

7. Find a design of a star done in string art and have the class make them. Divide the class in half and have them make two full size paper people. On one of the people, put a paper Star of David or an armband with a Star of David on it. Discuss how this might make a person feel. When and why do we feel self-conscious when people are looking at us? Is it sometimes because of what we are wearing?

Plan a subsequent experiment. Have everyone in the class wear a specific badge of some sort all day at school. When the day ends or the next day discuss what kind of experiences the students had. Did someone mention or remark about the badges? Did they get made fun of? How did they feel about themselves while they were wearing the badges?

8. Show Dr. Seuss' short film, "The Sneetches". Have each student add a star to a mural and tell what it is about them that shines. Why or how are they special?

9. Play music by a German and Jewish composer. After playing both pieces ask the students if they could tell who wrote which piece. Was there a difference between what the Jewish composer and the German composer wrote? Was there no

difference? Can we tell about someone based on their ethnic or religious background?

10. Have students write a poem using the title of the story as the title, "Number The Stars".

## CHILD OF THE WARSAW GHETTO by David A. Adler

Issue Addressed: Holocaust

### Vocabulary:

chancellor	diabetes	asthma	devoted
pushcart	ghetto	permit	bleak
beggar	smuggler	meager	synagogue
liberated			

### Projects/Questions:

1. Draw a map of Poland. Indicate the city of Warsaw. Underneath the map put some interesting and significant facts about the country.
2. The story mentions the Great Depression of 1929. Find out more about this event. How did it affect the United States? Talk to some older people and ask them if they remember the depression. How did it affect them? their family?
3. Do a report on Adolf Hitler.
4. Find out about the diseases diabetes and asthma. What causes them?
5. Many in the story are homeless. Do a collage of homes finding out about shelter architecture in other parts of the world. Have everyone do a 3-D home from a different part of the world. Display them for other students at the school to see.

6. What is a pen name?
7. The book talks about heroes. Ask students to write an essay about their hero. Why do they look up to them? What makes someone a hero?
8. Make paper hero sandwiches. Plan a picnic activity with snacks and while everyone is enjoying the snacks they can share who their heroes are and why.
9. Design a three-dimensional map of Europe. Identify where the countries mentioned in the story are.
10. All the Jews had to wear a white armband with a blue Star of David on it for identification. Have the class decide on a day when they all wear the same badges. Later in the afternoon or the next day discuss how they felt wearing these badges. Were they treated differently? How did it make them feel? Were they made fun of?
11. Do a report on the concentration camps of World War II. Identify on a map Treblinka, Birkenau, Auschwitz, and Dachau.
12. What was the Warsaw Ghetto Uprising?

**UNDER THE BLOOD-RED SUN** by Graham Salisbury

Issue Addressed: Treatment of Japanese-Americans during  
World War II

Vocabulary:

humiliation	whimpering	delinquent	espionage
saboteur	averted	flinched	grimy
shrapnel	descendant	rifle	heckle
ancestor	bayonet	smirk	writhing
grimace	gawking	fuselage	vise
queasy	tarp	issei	stern
inflexible	cocky	fanatics	stucco
convoy	refuge	sickle	rickety
sampan	tiller		

Projects/Questions:

1. Draw the flag of Japan. Read about Japan to see if you can find out what the design of the flag symbolizes.
2. What is a haole? Is this a kind of name calling? Explain. How do you think the boys felt when someone referred to them as Japs?
3. The expression "losing face" is used in the story. What does it mean? Illustrate what it means on one side of a paper; on the other side of the paper illustrate what a literal translation of this statement might look like.
4. A lot of different birds are mentioned -- pigeons, doves,

mynah birds. Do a poster on the different kind of birds.

What kind of training do the various birds have to have?

5. Tomi's family tells him that while they live in Hawaii, they are Japanese inside. What kinds of problems do you think result when you are trying to live in two cultures? Have you had occasion to live in two cultures? What kind of problems exist? What can you do about them?

6. The samurai sword, the katana, is very important to Tomi's grandfather and becomes very important to the rest of the family later on. Draw a picture of a samurai sword.

7. The description of the city mentions that the Japanese, Portuguese and Hawaiians all live in their own sections. Draw a picture of the city indicating different neighborhoods for different ethnicities. Have the class debate the pros and cons of a town or city set up with these "borders".

8. Make a collage of boats. Point out that you cannot tell what background the owners of the various boats are; although the story mentions the Hawaiian boats and the Japanese boats.

9. Have everyone in the class make boats out of clay. Put them in a common place, sort of like a flotilla. Have each student make a different flag and mount it on a toothpick. Discuss the flotilla with and without the flags. What opinion with regard to tolerance can the class see?

10. The smell of honeysuckle is in the story. If you can find some honeysuckle potpourri use some in the room so as to get the flavor of the Hawaiian islands. Play some Hawaiian music and let the students enjoy the ambience of the islands.

11. "I realized that what that lady saw wasn't just a boy

and his mother...what she saw was a Japanese boy and his Japanese mother." Have the class make a big book. On each page illustrate in some way a mother and child. This can be human or animal. If human, make sure the different pages are illustrated with a variety of human backgrounds. Have two or three journalistic students write the text for each page.

12. Have someone interested in history research the bombing of Pearl Harbor.

13. Research the information available at the Pearl Harbor Memorial. If someone can have them make a 3-D model of the memorial.

14. Baseball playing is a vital part of this story. Why do you think baseball was a respite from the problems at that time? Do a historical museum display about the history of baseball. Read the story, "Baseball Saved Us" and compare the use of baseball in both stories.

15. The teacher tells the boys that power is the root of all wars. Have each student make a list of things they would do if they were in power or had the power to do anything they wanted. Review in groups and together as a class which items are appropriate and which could lead to problems for the person or the people in general.



## **RACING THE SUN by Paul Pitts**

Issue Addressed: Acceptance of Ethnicity

### Vocabulary:

spontaneous	grogginess	ecological	ingenuity
exaggeration	reciprocal	customary	bilingual
tattered	isolation	affluent	coax
efficiency	intrigue	upheaval	sulk
intuitive	primitive	eloquent	pity
telepathy	uncanny	pampered	hogan
berserk	enticing	infringe	mammoth
ingenious	syllabus	desolate	lured
modesty	rasped	mimic	futile
adobe	douse	murkiness	mutton
dilapidated	exuberant	exasperated	smirk
mongrel	sidled	eerie	

### Projects/Questions:

1. Do a history of the Navajo nation. Include a map of where the Navajo tribes were situated in North America. Include with the information a drawing or picture of a hogan.
2. Brandon's father dropped his Indian name of Kee Roadhouse and used the name Keith Rogers. Why do you think someone would change their name? Would you? Why? Design a poster using your name. Include what your name means if you know it.

3. Buckingham Palace is mentioned in the story. Where is it and who lives there?
4. Grandpa smells like smoked cedar. If you can find some cedar incense light some in the room to give the students an idea of what the story called the "Indian smell".
5. Play some Native American music; specifically chanting if you can find some.
6. Begin researching your own family tree. Start by talking to all the older people in your family to write down what information they know.
7. Do you think grandparents are the people who tell the story of nationality in most cases? Why do you think this job goes to the elders?
8. See how many pictures you can find of older people and children interacting together.
9. By the end of the story Brandon appreciates the smell of sage and smoked cedar that to him represent his heritage. Discuss the sense of smell. Does anyone in the discussion have specific smells or odors that remind them of other things? Share them with the group. If you have access to an aromatherapy machine use one to experience smells and how important that sense is to us.
10. Someone interested in science can do a report on the sense of smell. Include the sense of smell that animals have, too.

**EGGBERT** by Tom Ross

Issue Addressed: Mental handicap

Vocabulary:

splotch

nectar

hunch

regret

Projects/Questions:

1. "Slightly cracked" or "cracked" are expressions we use to imply that someone has a mental dysfunction. Have students create a mosaic (in paper pieces, tile pieces, newspaper coloration, etc.)

The point of this activity is to show students that something "cracked" can be beautiful.

2. Brainstorm famous sites or places known for their "crack". Some examples might be the Liberty Bell, the Grand Canyon, a crack of lightning, crack of sky between the clouds.

3. A potato plant is in one of the pictures in the book. Have a student "plant" a potato and then keep a daily progress chart with regard to growth.

4. Disabilities are considered "different". Have a discussion and ask students if they or someone else has ever tried to hide a disability or a difference? Was it easy to keep hidden? Did it make the difference easier to deal with; harder to deal with?

5. Eggbert "tries to become invisible". Use a recipe for

invisible ink and have the students write a note of encouragement to someone. Trade notes in class and allow the students to decipher their notes. Discuss the enjoyment of finding the message. Make a chart of things that are invisible that we enjoy in our lives.

6. Create postcards using any of the famous sites brainstormed in abovementioned activity. Include a message to someone with a mental disability encouraging them to "hang in there".

**REMEMBER THE LADIES** by Norma Johnston

\*\*\*\*\*This book is rather difficult and I would suggest that if you are going to assign it to a student to read it be to a student who is exceptional and will not mind the challenge or to a history buff who will enjoy the historical content. Vocabulary is extensive.

Issue Addressed: Gender discrimination

Vocabulary:

abolitionists	unalienable	intoxicating	Negro
matron	tyrants	foment	radicals
imperial	submissive	dowry	idealistic
thwarted	embodiment	deferential	bristled
temperance	sinister	vanquish	oratory
depraved	subordinate	emancipation	advocacy
ritual	doctrine	faction	fray
exasperate	vestibule	obdurate	misnomer
germinate	orator	periodical	turbulent
secular	towpath	girded	crony
audacity	usurpation	rationale	impunity
scanty	remuneration	impediment	suffrage
rampage	tempest	austere	vehement
nonconformist	agenda	subversive	irate
unprecedented	escalate	diplomat	rampant
promiscuous	diatribe	propriety	fraudulent
aggrieved	degradation	disenfranchisement	
transgression	segregating	notorious	status quo

tenacity	innate	heckler	zealot
chagrin	steeling	pedestal	perverse
cadence	furor	hoary	pews
zealous	lethargy	novel	broached
deluge	idiom	viper	turbulent
staunch	stature	schism	stout
disapprobation			

### Projects/Questions:

1. There are several historical people mentioned in this book. Choose one to do a report on and present to the class:

Elizabeth Blackwell	Susan B. Anthony
Sojourner Truth	Quakers
Industrial Revolution	Free-Soil Party
Abolitionists	Benedict Arnold
Napoleon Bonaparte	Elizabeth Cady Stanton
Lucretia Mott	Simon Bolivar
Frederick Douglass	

2. "More and more people in the western world, especially in America could read." Research and compare literacy numbers in the 1840's and the present. Call the local library or city hall to find out what types of literacy programs are offered in your areas.

3. Produce a time line of women's rights.

4. Discuss the impact of statements such as "What a pity that it's a girl." and "Oh, my daughter, I wish you were a boy." on a girl's self-esteem. Relate this point of view

with the rights given to young girls in the mid-1800's. Ask your own mother and father how they felt about having a boy; girl? What were their hopes and wishes for the children? Did the hopes and ambitions have anything to do with the gender of the children in your family?

5. Divide the class into two sections. Prepare and debate women's rights. Include in the debate the Equal Rights Amendment issues of today? Why do you think it did or did not pass in Congress?

6. What is a pacifist? Can you name some well-known pacifists?

7. The story mentions that while fighting slavery in the mid-1800's, many women were just as enslaved. Do a Venn diagram with rights of women in one circle, rights of blacks in the other circle and rights they shared in the common middle area.

8. Elizabeth Cady Stanton was considered inappropriate because she called her husband by his first name in public and also because she won at chess instead of losing "like a lady". How do you feel about this? Look up in manner books some of the accepted practices of the 1800's and compare them with today's standards of behavior between men and women.

9. Draw a map of the Great Lakes region mentioned in the story.

10. Make a booklet using Cady Stanton's Agenda of Gender Rights. Explain them so someone else your age can understand them.

11. Music appropriate for this literature might be "I Am

Woman" by Helen Reddy and "I'm Every Woman" by Whitney Houston.

12. Illustrate a poster demanding the right to vote for women.

13. Use your journalistic talents to put together the first page of a newspaper with a headline related to the Seneca Falls Convention.

14. Discuss with the class any times when students experienced gender discrimination either as a boy or a girl. Discuss with the class whether we still discriminate by gender? Do we categorize toys by gender? Books by gender? Any other instances of gender discrimination?



**ROLL OF THUNDER, HEAR MY CRY** by Mildred D. Taylor

Issue Addressed: Racism (Blacks in the South)

Vocabulary:

noncommittal	maverick	imperiously	sinewy
formidable	chiffonier	resiliency	ebony
embittered	flippant	precariously	gusto
haggard	transfixed	adamantly	pudgy
temerity	appalled	quivered	pact
penchant	motley	tarpulin	ploy
reverberate	milling	loitering	vex
steadfast	pensive	emaciated	ebbed
meticulous	billow	concession	trek
raucous	amiable	admonish	frail
stark	morose	belfry	knell
promenading	mercantile	recoiled	mar
malevolent	balked	awestruck	chignon
apprehensive	interminable	languid	smirk
collateral	goaded	insolent	feign
persnickety	lethargic	saunter	fallow
despicable	vulnerability	transfixed	

Projects/Questions:

1. On a map of the United States indicate the states and cities mentioned in the story.
2. What is sharecropping? Tenant farming? What is

### Reconstruction?

3. Draw a flag of the state of Mississippi and the flag that represented the Confederacy during the Civil War.

4. "White is something just like black is something.

Everybody born on this earth is something and nobody, no matter what color is better than anybody else". Investigate the scientific explanation for the variety of skin tones in the world. Using what you have learned prepare some type of video or audio celebrating the differences in people, in particular, the difference in skin tones.

5. Find out what a carpetbagger was during the Civil War.

6. This story of the Logans takes place in approximately the 1930's. Research the Civil Rights Movement into the 50's and '60's. Do a timeline of civil rights in our country with regard to the black population.

7. There is a book written about the Logan family before this one and two sequels written after this one. Have an industrious student read all four books and develop a timeline of the Logans.

8. As part of Number 7 above have someone do a family tree, using the genetic style for genealogical information.

9. Perhaps someone in your class has an older relative who can remember what life was like before civil rights, particularly in the south. See if they would come and talk to the class about the problems unique to that time period.

## **MANIAC MAGEE** by Jerry Spinelli

Issue Addressed: Racism/Homelessness

### Vocabulary:

careening	lambasting	shenanigan	exuberance
marauding	ludicrous	dovetailed	pommel
nonfiction	phantom	hallucination	marooned
gingerly	commotion	infamous	geezer
bloated	languish	meander	lavatory
embedded	befuddled	stupefied	stoic
emanations	clamoring	solitary	gaunt
beseech	bedevil	carrion	feat
forlorn	stogie	stoke	zany
legacy	fiction	grungy	suffice
samaritan	maniac	finicky	maw
mirage	eon	hoist	sleazy
grouse			

### Projects/Questions:

1. Draw a picture of Maniac Magee using the description on page 1 of the story.
2. Maniac Magee likens the city of Two Mills to a jump rope with someone on either side that never meets. Assuming that one side of the rope is turned by a white person and the other side is turned by a black person come up with some jump rope rhymes that talk about discrimination and peace. Take

the class outside to play jump rope and use the rhymes they came up with.

3. Maniac Magee is a runaway. Do some research on runaways today. What are the reasons for kids leaving home today? What are some of the outcomes?

4. Maniac is very friendly and is willing to say "hi". See how many different languages you can learn to say hello in.

5. Maniac comments on the descriptive words he thinks of when he describes the color of different people's skin. Here is a partial list: gingersnap, light fudge, dark fudge, acorn, butter rum, cinnamon, burnt orange, licorice -- using pictures from magazines develop a book of colors of skin, using these words as descriptions instead of just racial divisions we tend to use today.

6. "Inside his house, a kid gets one name, but on the other side of the door, it's whatever the rest of the world wants to call him." Do any of the students have a name they're called in their families but use a different name outside the house. See if some of the students are willing to share these differences and discuss how these different names make them feel.

7. Maniac tells Mr. Grayson that everyone has a story; and little by little he gets Mr. Grayson to tell his. Have each student write an autobiography of themselves. Discuss the difference between an autobiography and a biography. Have them do a biography on a person they know that they would like to know more about.

8. Mr. Grayson admits to Maniac that he cannot read. Find

out about problems with illiteracy in your community. What is being done about it? Are there any ways people in the community can help other people with this problem?

9. Maniac learns to listen with Mr. Grayson as he enjoys his polka music. Play some polka music in the classroom and allow the students to relax and enjoy it. You might even want to take them outside so they can move a little more freely to the music.

10. Design a map of Two Mills using details in the book. Remember to indicate which is the west and east side and remember to divide them clearly at Hector Street.

11. Hector Street is a barrier for the races in this story. What other kinds of barriers are there? What kinds of barriers do people put up? Do they serve to protect them or isolate them? Give examples.

12. See if you can either illustrate or use magazine pictures to put together a Beale family portrait as well as a McNab family portrait. Have students bring in pictures of their families. Discuss the similarities and differences in the pictures.

13. Do a Venn diagram and compare Hester and Lester Beale with Russell and Piper McNab.

14. In the story the children play with guns in the "fortress" that the McNab father makes them build. Write to different toy companies and ask for information on the sale of the "war" toys. Are they selling as many as they were? Can they give you some information on them? Perhaps you can write to peace organizations and find out what they are doing

to rid the toy shelves of war toys? Do you agree with this action or do you think the toys make no difference?

Substantiate your opinions.

15. "Whites never go inside blacks' homes. Much less their thoughts and feelings. And blacks are just as ignorant of whites. What white kid could hate blacks after spending five minutes in the Beales' house? And what black kid could hate whites after answering Mrs. Pickwell's dinner whistle?" Have the class come up with a plan so that students from different backgrounds can experience each other's home atmosphere.

Perhaps a family celebration at school might be appropriate.

Perhaps they want to take turns visiting the house of a classmate they might not ordinarily visit? Whatever the plans are, have the students make all the arrangements and necessary plans to ensure that the visits or the parties are run without incident. Make sure parental permission is obtained if necessary.

16. "East End and West End, black and white would begin only when the alarm clocks rang. For now, before sunrise, there were no divisions, no barriers. There were only the people, the families, the town. His town." Visually depict this statement in poster form with a slogan to encourage peaceful coexistence.

17. Design a bumper sticker encouraging peace between the two sections of Two Mills.

18. Report on other individuals that work at breaking down the barriers between the races.

## **THE GIVER by Lois Lowry**

Issue Addressed: Perfectionism

### Vocabulary:

transgression	conveyance	scrupulous	obsolete
apprehensive	bewilderment	intrigued	squat
rehabilitation	buoyancy	piecemeal	benign
crescendo	indolence	ruefully	chortled
adherence	petulant	distraught	chastise
palpable	rasping	defiant	rarity
wheedle	dispose	rituals	murky
throng	jeering	ironic	lurks
hoard	grim	warble	solace
serene	glum	permeate	lethargy
solitude	carnage	ominous	assuage
admonition	alien		

### Projects/Questions:

1. Plan a class big book of rituals. Brainstorm a list of rituals and then have the class work in pairs to design a page for each one. Make sure to include the name of the ritual; the reason for it; the way it is celebrated; who exactly celebrates it.
2. Have each student keep a journal of feelings for a period of time. Give them the first 10 minutes or the last 10 minutes of class to write about their feelings in their

journal.

3. In this community in the story it is considered rude to call attention to things that were unsettling or different about individuals. Design a class or group mural indicating differences and how we can accept them during our daily routines as opposed to pointing them out.

4. Have a student or students keep an account of what event occurs every year in the lives of the community in The Giver. Complete a timeline of an individual from birth to release.

5. Jonas becomes the new Receiver of Memory. With Jonas' picture at the top of a poster and filtering downward indicate the qualities needed for the new Receiver of Memory.

6. What does the story mean when they say he needs the capacity to see beyond?

7. The people in this community cannot see color. Picking a color that you especially like, write a poem about it and mount it on a collage using that color as a matting technique.

8. There are no animals in this community. Jason can feel the bond between an animal and a human however. Look for stories or events or information about a bond between animal and human. You might want to use this as an opportunity to introduce animals as community helpers; e.g., seeing eye dogs, companion animals, therapy animals.

9. Each child is given a comfort toy. Describe in a story what your comfort toy or object was when you were small. Why do small children and even older children and sometimes adults need comfort "toys"?



10. At the age of one each child is given a name. What would you have chosen for your name if you could have made the decision? Find out what your name means and why you were given it.

11. If available, show a short film in its black and white version and then in a colored version of the same thing. Discuss how color contributes to our world. Imagine a world devoid of color. Have someone look up what color-blindness is.

12. The elders in this community are separated from the rest of the community. The children are not raised by their birth parents. What do you think of the design of this community? Would you like to live in such a community? Why or why not? Compare our communities today with the community in the story.

13. What do you think the Giver was like as a person? As a boy? How do you think he handled keeping the memories of the past for the community? Would you want someone to do this for you? Would you want to be a Receiver of Memories?

## **COMING TO AMERICA** by Betsy Maestro

Issue Addressed: Acceptance of Immigration

### Vocabulary:

immigrants	contagious	translator	regulate
persecution	refugee	massive	ethnic
cramped	perils	depot	

### Projects/Questions:

1. Doing a timeline, trace the history of immigration in the United States.
2. Write to Ellis Island's Visitors Center for information about the island as a national monument today.
3. Interview some "new" students/people to the United States. Find out what was difficult for them; how individuals might work to make it easier for them to transition into our society.
4. Research the Statute of Liberty.
5. Memorize the poem, "The New Colossus" by Emma Lazarus. Explain the meaning of the poem line by line to the class.
6. Make a poster welcoming newcomers to the United States.
7. Put together a comic book on how to survive your first few days in an American school or in a new community.
8. Illustrate what the melting pot would look like in comparison to a tossed salad today. The melting pot represents the idea of melting into one culture and not

maintaining any of the "old" ways. Today, we describe our society as a tossed salad; together we make up a diverse, interesting and appealing culture while still maintaining the individualness as in the separating out of the salad into its respective pieces.

9. Have a schoolwide cultural party. This could be accomplished by asking local restaurants in your area to provide an ethnic dish for a large outdoor assembly; or by asking different classes on campus to provide different types of dishes for the fair.

## PEOPLE by Peter Spier

Issue Addressed: Diversity on our planet

Vocabulary:

unique

excel

variants

dialects

Projects/Questions:

1. Show the video, "People".
2. Have students work in pairs; give each pair something to search for. For example, one pair could search for pictures of different types of lips, noses, hands, shapes of people, recreational activities, sports.
3. Give each student a blank puzzle or, if a large class, a puzzle piece that they should illustrate. The class can either decide on a design ahead of time or you can just let each individual design something about themselves. When the puzzle is put together, hopefully the idea of individuals joining together for a stronger whole will make sense to the students.
4. Each student could write a report on some topic from the book; for example, celebrations, traditional clothing, religion, occupations, etc.

## THE MAN WHO LOVED CLOWNS by June Rae Wood

Issue Addressed: Genetic disorders

### Vocabulary:

Down's Syndrome	britches	moseying	depression
whittle	fanatic	hooligan	snit
skeptical	gazebo	prissy	retard
hermit	ramrod	clique	niche
chasm	gawk	leech	pry

### Projects/Questions:

1. Do a report on the genetic disorder, Down's Syndrome.
2. "You're brave from a distance but cowards up close."  
What do you suppose is meant by this statement? Is this true of all of us sometimes?
3. Woodcarving or whittling is a hobby. If you can find someone in your community to come and talk to your class about this hobby that would be wonderful. If they are truly generous they might even agree to help the class try their own hands at whittling.
4. McDonald's has a job program called McJobs. Contact McDonald's headquarters for information about this program.
5. "All families have secrets. I guess some of us just have worse secrets than others." The secret referred to here is the fact that the uncle/brother has Down's Syndrome. Why do you think the family feels it necessary to keep this fact a

secret? Is it something that should be kept a secret? Why? Why not?

6. Why do you think Punky liked clowns? What do clowns represent? If you can find a clown face have each student color it and then write a poem about clowns -- why we like clowns, what clowns do for us, what they hide, what they show?

7. You could write to Ringling Bros. Circus and request information about their clown college.

8. Invite a professional clown in to the classroom that would be willing to present some type of lecture or discussion about the presence of clowns in our society.

9. Find out information about the Special Olympics. Include information about where and how to get involved in these programs in your community.

10. How do we treat people who are "different"? Are you ever "different"? Explain.

**FLAME OF PEACE** by Deborah Nourse Lattimore

Issue Addressed: Peace (General)

Vocabulary:

ambassador	priestess	obsidian	porridge
crossroads	torrents	gnashing	gnarly
demon	maize	gale	

Projects/Questions:

1. Research the history of the Aztecs.
2. Find out what an ambassador is and what his duties are.
3. In the story it refers to the Twenty Days of Talking. They seem to be just like peace talks today. Research what peace talks have been like at different times in history. Were they successful, unsuccessful or both? Why? What did they lead to?
4. Illustrate on a poster board the order of demons Two Flint encountered in the story.
5. "Let our city be a brother to all cities." Philadelphia is called "the city of brotherly love" -- why do you think it got this name? What events happened in Philadelphia that changed the course of freedom?
6. The story mentions broken spears as symbols of peace. Think of other symbols of peace and do a poster, collage or some visual way of showing them and their meaning.

## CHILDREN OF THE RIVER by Linda Crew

Issue Addressed: Conflict of living in two cultures at one time

### Vocabulary:

reincarnation	deferential	infatuated	tarp
chaperone	municipal	constrained	exile
languish	ravenous	inexplicable	billow
tentative	gangplank	esplanade	terse
admonition	lavatory	complacent	thatch
oblivious	luminous	apartheid	stupor
aversion	unbidden	forboding	wafted
decipher	adjacent	gnarled	sarong
archaic	smitten	skeptical	demur
premonition	solicitude	chiding	fogy
tousle	proffer	falsetto	omen
cinema	squalid	sojourn	savor
massive	paddies	brazen	peal
parasol	alcove	askew	loath
tirade	satchel	wrath	purge
glean			

### Projects/Questions:

1. Draw a map and indicate where Cambodia is. Find out information about this country.
2. What is communism? Who are refugees? Who are the Khmer



Rouge?

3. Find out about the disease malaria.

4. Who is Buddha and what is Buddhism? Include a picture of the Buddha.

5. Some idioms follow:

"A bundle of chopsticks cannot be broken like one alone."

"Absence makes the heart grow fonder."

"A penny for your thoughts."

"When the cat's away the mouse will play."

"When the cat's away the mouse becomes king."

"You speak from the palm of your hand, then give me the back of it."

"Don't expect me to hide the dying of an elephant with a tea tray."

Explain what each of these idioms really mean. Then visually put together a booklet of idioms visually depicting the idiom if it were taken literally.

6. What is bok choy? If you can get some in the market bring some in so that your classmates can see what it looks like; bring a recipe to use the bok choy if you have one.

7. The Cambodians in the story are living in two cultures. They still have and are trying to maintain their culture of birth while learning to get along in the American culture. What kinds of problems do you think this can cause? Include in your discussion problems that the story has indicated. How do you think communities can make it easier for immigrants to adapt to American society?

8. An interesting superstition that the Cambodians have is

that they think it is bad to touch a little child's head -- they think the child will lose their intelligence or their soul. Discuss what a superstition is and have students in the class share some of the superstitions their families have. Evaluate whether the superstition can really come true. Discuss why people might have developed them in the first place.

9. Define the word "genocide". Find out about instances in history where one group tried to commit genocide on another.

10. A quote that really impacts their lives is seen at the community hospital. It is "At whatever hour you come you will find light and help and human kindness." This was spoken by Albert Schweitzer. Discuss the meaning of this quotation. Have students go to the library and find a book of quotations. Students should pick out a quotation that they really like if they don't already have one. They should design the quotation; perhaps on graph paper or adding machine tape and share their quotation with the class, sharing why it is important to them individually.

11. Do a report on Albert Schweitzer.

12. Have a student report on the requirements necessary to become an American citizen.

13. "What was more American than coming from someplace else, bringing another culture with you?" Using their history books have them draw up a list of groups of immigrants that came to the United States and a few poignant facts about the culture they brought with them.

14. If you can find someone of Cambodian descent ask them to

compare for you the Water Festival which is their celebration of plenty with the American tradition of Thanksgiving.

15. The doctor goes to Cambodia to help with medical problems. The story remarks, "No promise of repayment, no guarantee his efforts would do any good. Just to help for the sake of doing the right thing." Discuss whether anyone in the class has themselves done or know of someone who did something good just because it was the right thing to do.

**CHRYSANTHEMUM** by Kevin Henkes

Issue Addressed: Names and their importance to the individual

Vocabulary:

scarcely	wilted	winsome	envious
begrudge	jaundiced	trifle	musicale

Projects/Questions:

1. Begin this literature with discussing the importance of a name. Graph how many students in the class like their name as opposed to disliking it? Discuss how different cultures name their children. Do any of your students know why they have the name they do and what it means? Have them inquire at home and share with the group. Bring in books that give names and their meanings. Have each student do their name in an elaborate artistic way to hang in the room. Be sure to include the meaning of the name.

2. The day you are planning to read the story bring in a bouquet of chrysanthemums and delphiniums so that the students can see what they look like. Since flowers bring so much peace to our world have the class put together a big book of flowers. They should draw a picture of their flower, tell anything they learn about the flower (what it means, what colors it comes in, etc.) Have students who can bring in a sample of their flower do so so that the rest of the

students can see the actual flower. Put together this bouquet as each student contributes to the book. Then discuss the beauty of the bouquet of various flowers; bring this discussion around to the beauty of diversity in people too.

3. Teasing can affect what we think. Share moments when the teasing of others made you change the way you felt or thought about something. Discuss how hard it is to overcome teasing or peer influence.

4. A person's identity is sometimes in their name. Discuss how surnames link us to our family and to extended family and sometimes to a culture. Put together a paper quilt using either first or last names. Allow the students to determine the parameters of the quilt itself; perhaps you can have each student use the colors identifying their individual cultures to decorate their name.

**YEAR OF IMPOSSIBLE GOODBYES** by Sook Nyul Choi

Issued Addressed: Occupied Korea; division at 38th Parallel

Vocabulary:

inconsolable	vehement	frenetically	epaulets
emanating	respite	oppressive	engulf
permeated	drought	abundance	prosperity
disdain	residue	console	ajar
pestle	pensive	inquisitive	somber
audible	allay	prevail	stagnant
oblivious	devout	derisive	fury
podium	tedious	swelter	humid
delirium	tinge	defile	abreast
impetuous	furrows	dissipate	turgid
subservience	monsoon	liberators	barbarian
ravenous	meander	capitalistic	comrade
incredulous	brainwash	proletariat	candor
boisterous	incessant	monotonous	wary
tuberculosis	dysentery	propaganda	profuse
interrogation	gesticulate	scrutinize	prattle
bespectacled	emblazoned	espoused	

Projects/Questions:

1. Who is Buddha? What does he look like? Explain Buddhism.
2. What is Shinto (religion)?

3. During this story in Korea "everything Korean was forbidden". How do you think you would feel or react if everything American was forbidden? What would you do? What wouldn't you do?
4. Grandfather describes Um and Yang as a struggle for harmony; darkness and light; pain and joy; evil and good. How would you visually depict Um and Yang.
5. Draw a Russian, Korean and Japanese flag. If you can find out about the symbolism of the flags tell about that too.
6. "I was mad that I was born a Korean" -- imagine a time that you might be mad to be born an American or a Mexican or whatever ethnicity to which you belong. How mad do you think the person that said this really was? Why did they feel that way? Do you think if someone tells you something long enough and often enough you begin to believe it? What does a dictator do?
7. Researching the history of Korea, what do you think the statement, "Korea was a little shrimp caught in a struggle between giants" means?
8. Draw a map of Korea. Label the 38th Parallel.
9. Do a report on communism.
10. Report on Stalin and Lenin.
11. If you had to leave your home in the middle of the night and could not draw any attention to yourself what would you take with you, knowing you would never be returning?

## **THE MONUMENT** by Gary Paulsen

Issue Addressed: Monuments to war

### Vocabulary:

emporium	microcosm	ambience	monument
organic	flex	fuse	haze
ironic	auger	putz	subsidy
memorial	merit	demerit	scrutiny
truss	pervert	gnome	mussed
frazzled	emblem	crux	medics
cosmic	gob	circuit	heaving
horde			

### Projects/Questions:

1. At the beginning of the story Rocky feels that she has no friends because of her color and her left leg. How do you think people with disabilities feel when others don't include them in what's happening around them? Write a poem about dealing with a disability.
2. Do some research on birth defects related to alcohol, drugs and smoking abuse.
3. Rocky describes herself as a "caramel kid with braces". Based on descriptions at the beginning of the story do a visual representation of what you think Rocky must look like.
4. "You don't see really pretty women with one leg stiff. Even though he swore it didn't make any difference it did



because it was in my head that way -- that I couldn't be pretty with a bad leg." Do you think that your impression of yourself or what's happening to you make a difference in how you approach your future? Do others cause these opinions? What can be done about them when you believe them to be true?

5. Find out some information on alcoholism; its causes, symptoms, treatments, etc.

6. Do we sometimes tease people who "aren't right"? Why do you think we do this? Make a poster encouraging acceptance of someone with a disability.

7. Mick tells Rocky that Coke doesn't ever taste as good as it does with peanuts in it. Provide the class with cans of Coke and allow them to put some peanuts in the soda. Does the class agree that the Coke tastes better this way?

8. Mention is made of the Vietnam Veterans Memorial. Do a visual (either hand-drawn or a picture from a magazine) of the memorial. Who designed it?

9. "Look, girl, at the light coming across the face of that building. Look at how it catches the bricks so you can see the soul of the men who laid them, see the guts of them who made the building? See? There it is." Interview an architect and ask him, among other things, how he feels about the buildings he designs. Interview a construction worker and ask him how he feels about the buildings he works on? Find pictures of five buildings and imagine and write down what the outside architecture of the building says about its designers and builders.

10. "If I could have wrapped the rest of that first day in

plastic and kept it in a box forever to take out and look at and play with, I would have been happy." Describe a day that you felt like this. Describe a day that you felt totally the opposite, one that you would not want to relive again.

11. On page 94, the story relates that 18 men from the town died in war. Find out information about the various wars that are mentioned.

12. When Mick finally designs the memorial and leaves room for future growth, how do you think that would make the people visiting the monument feel? What do you think about it? What do you think that room for growth is talking about?

12. Brainstorm with the class monuments and memorials that they know of and some that you introduce. It helps if you have pictures of the different monuments to show them. Have them design a memorial related to war and/or peace. Talk about the difference between a monument design and a poster.

**NELL'S QUILT** by Susan Terris

Issue Addressed: Personal peace; eating disorders

Vocabulary:

tentative	vehemence	riffle	earnest
mentor	petty	tamping	remonstrate
preening	cordial	pirouette	proposition
bout	barter	lurch	queasy
dallying	bodice	furrowed	intemperate
fortuitous	chortling	decorum	scuttled
suffrage	procrastinate	harridan	precariously
cavorting	comeuppance	cosseting	demeanor
reproach	wizened	smitten	reverie
cloying	fickleness	waif	aghast
dawdle	swathed	gist	daft
cauldron	retch	extricate	privy
onerous	terse	fracas	loathe
mesmerize	impelled	quadrille	idyllic
cleave	melange	diffident	feigning
piqued	betrothal	badger	malingerer
ally	serene	droll	wee
abstemious	peripheral	affianced	peevied
despondency	soporific	inordinate	cajole
eviscerated	dyspeptic	antimacassar	prostrate
unremittingly	caustic	barmy	carp
elixir	frenetic	commiserate	feral
copse	pique	effusively	

### Projects/Questions:

1. Report on the history of quilting in the United States.
2. Find out what rheumatic fever is. Is there a treatment for it? What was the disease and treatment like during the time frame in the story?
3. Investigate what was going on with regard to women's rights at the turn of the century.
4. Why do you think Nell has so little peace in her world as she is awaiting her marriage? What are her particular circumstances? Do you think she is reacting reasonably or overreacting?
5. Why do you think Jewel is flourishing after she meets Nell and her sister? Think about other children in general. What do you think they need in their lives in order to flourish?
6. Design a children's bill of rights keeping in mind that you wish to include rights that every child anywhere in the world should be entitled to. Design a windsock with the Children's Bill of Rights written on the streamers of the windsock.
7. As a means of rebellion or as a call for help Nell begins to starve herself. At times in the book the reader gets the impression that Nell knows exactly what she is doing. At other times you get the impression that Nell is wasting away and doesn't realize it. This disease, anorexia, is a disease that often affects adolescents. Find out information about the disease; its causes, treatment, etc. Find out about

another disease, somewhat the opposite of anorexia, called bulimia. Have a health professional come in and talk to the class about these diseases.

8. Do you think starving herself is a way for Nell to handle her problems? What problems does she create for herself by doing this?

9. Personal, individual peace is vital to the individual. What do you do to encourage a feeling of peace inside yourself? Do you have a peaceful place? Write a song, poem or essay about your "peaceful place."

## **JOURNEY TO AMERICA** by Sonia Levitin

Issue Addressed: Immigration (Necessity)

### Vocabulary:

Gestapo	reproach	funicular	incredulously
ritual	oath	swastika	consternation
ashen	incessant	refugee	synagogue
rabbi	sultry	forsaken	ravenous
sarcasm	martyr	glutton	quota
Nazis	sullen	composure	consul
radiant	halting		

### Projects/Questions:

1. Some of the laws instituted in Germany that are mentioned in the book are -- Jewish children could no longer go to public schools -- Christians could not work for Jews -- Jews could not take money out of the country -- Jews had to go to Jewish doctors. Compare these rules with our Bill of Rights. Discuss the process of making laws in a democracy as opposed to making laws in a dictatorship. Do a visual design of both for comparison.
2. Using a map of Europe and North America, trace the route the Platts take to America. Be sure to include all the cities and country names that are involved either in the story or in the route they will take.
3. Find out information about the Nazis and Adolf Hitler.

Find out about the neo-Nazi movement taking place today. How are they alike and different than the original Nazis during World War II.

4. Lisa's favorite aunt and one of her uncles is killed in Berlin during what came to be known as Kristellnacht. Find out about this event; is it still memorialized today; when?

5. The Platts finally get to sail to America to meet their father/husband. Describe in the form of a letter to a loved one or a journal entry their impressions upon seeing land and the Statue of Liberty.

6. Report on the Statue of Liberty; where did it come from? What does it symbolize? Include the poem by Emma Lazarus at the foot of the statue.

7. Write to Ellis Island and gather information available about immigration before the second world war broke out.

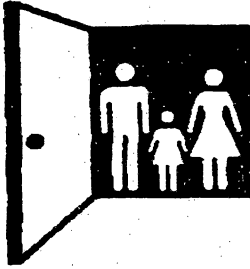
8. When Lisa's mother goes to the American consulate, Lisa cannot help but stare at the flag and the picture of the president hanging in the room. What president would this be during this time period? What would the American flag look like at this time? Include a picture of both.

9. Lisa's best friend and her sister travel to England by themselves, as their parents did not feel they could leave Germany. Why did the parents send the children away? How do you think it might feel to travel to a different country without your parents? Find out from the American Red Cross; what kinds of help are available to children during times of war.

10. "...Still I could not actually believe that war was

coming. War was something distant and strange that happened to other people in other times. I had read of wars, of wounded men, of fleeing women and children and of death. I had heard of women ripping up sheets into bandages, of people searching for coal and for food, and even of people eating their pets in times of great hunger." Look up the definition of war in the dictionary. Word your own definition of war. If you had to design an entry for the dictionary or encyclopedia on war what would you say and what pictures would you include?





## APPENDIX B: RESPONSES TO COMMUNITY INVOLVEMENT

### Foothill Family Shelter, Inc.

#### Board Of Directors

L. K. "Skip" Runner, President  
President

L. K. Runner Insurance

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Frances Lawless  
Teacher  
Rancho High School

Donald Moore  
Prof. Emeritus  
Cal State Los Angeles

Taupin "Flo" New  
Teacher

Loren Sanchez  
Superintendents  
Upland Unified School District

December 28, 1995

Etiwanda Intermediate School  
Peace Club  
6925 Etiwanda Avenue  
Etiwanda, CA 91739

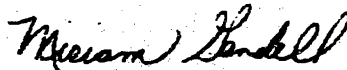
Dear Friends,

Thank you so much for your donation of \$200 worth of Carl's Jr. Gift Certificates. We appreciate your support of Foothill Family Shelter and the services we provide to homeless families.

It's the time of year to think about giving thanks and family. We make every attempt to help the families at the Shelter celebrate the holidays with a joy they may not have experienced in quite awhile. Although holiday celebrations may seem like a minor consideration for a family who is homeless, enjoying a "normal" Thanksgiving and Christmas is extremely meaningful to these parents and children.

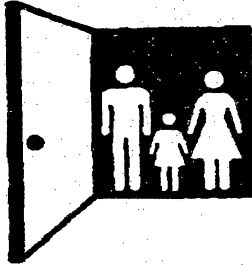
And it's because of community members like yourself who support our program all during the year, that we are here to help the families celebrate the holidays. So when you are counting your blessings this season with your loved ones, please know that there are many families who count you as one of theirs.

For the families,

  
Miriam Gandell  
Executive Director  
Tax ID# 33-0341818

187 N. Third Avenue, Suite K  
P.O. Box 2007  
Upland, California 91786-2007  
808-820-8866  
FAX 808-846-1880

Formerly St. Mark's Homeless Shelter, Inc.



## Foothill Family Shelter, Inc.

### Board Of Directors

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*President*  
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Walter Clazak  
*Captain*  
Upland Police Department

Dolores Gaines Conyer  
*Social Worker*

Don Ericson  
*President*  
Upland Lighting

Frances Lawless  
*Teacher*  
Rancho High School

Donald Moore  
*Prof. Emeritus*  
Cal State Los Angeles

Taupin "Pin" Mow  
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February 22, 1996

Etiwanda Middle School  
P.E.A.C.E. Club  
6925 Etiwanda Avenue  
Etiwanda, CA 91739

Dear Friends,

Thank you for your donation of \$240 in Scandia dollars and 24 rounds of miniature golf. Your terrific expression of concern for our families is very much appreciated.

It's a time of year when lots of us think about hearts and flowers and love. But just imagine what it must be like to be living in a motel and not be able to buy valentines to take to school. And instead of trying to decide which card to send or whether to send roses or candy, hundreds of families are trying to decide whether to spend what little income they have on food or shelter. It sounds sad, but unfortunately for many parents and children in this area, it's very true.

We aren't often able to send the kids on a wonderful outing such as you have made possible with your gift. I know you worked hard to make this happen and when we are able to take the kids (very soon, I think), they may not know they have other young people to thank for their fun, but I do. Your parents and teachers must be very proud of you.

On behalf of all of the families your gift will touch, I thank you.

For the families,

Miriam Gandell  
Executive Director  
Tax ID# 33-0341818

(Formerly St. Mark's Homeless Shelter)

## Community News

### Peace Club kicks off holiday season

Students at Washington Middle School will be donating toys to the school's Peace Rally.



Elkton Middle School held its third Peace Rally Nov. 17 with honored guests Marine Staff Sgt. Beal and Cpl. Manney and Mike Giney. Beal kicked off the Toys for Tots Christmas program and school administrators proffered the first toy in the collection.

Giney represented French-Hamilton Family Shelter in Upland which serves Rancho Cucamonga. The

school's Peace (People Establishing a Civil Environment) Club has adopted the shelter.

Personal hygiene items worth \$100 were donated to the shelter, purchased with proceeds from a bake sale at the school's 250th anniversary in October. The bake sale was held as part of Make A Difference Day.

Music was provided by sixth graders and the Wildcat band.

The highlight of the rally was the culmination of the Thanksgiving canned food drive. Each class collected cans for the week preceding the rally. Sixth graders donated 1,457 cans; seventh graders, 603; and eighth graders, 665. Mrs. Hennes' sixth-grade class led the way with 284 cans.

The Peace Club also presented Giney with coupons for eight turkeys or hams for Thanksgiving

dinners.

District Superintendent Gene Newton provided a maintenance truck to get the nearly 3,000 cans to the shelter. Maintenance men from the district loaded the truck to overflowing after the rally.

The theme of the program was "Helping Hands Across Elkinsburg," and the carpool was decorated with hundreds of handprint-shaped cut-outs.

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